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ABSTRACT

The document describes Utah State University's program in elementary education, called SODIA, an acronym for self, others, discipline, implementation, and associate. The first part of the document identifies specific competencies student teachers need in developing their own self-awareness, in learning communication skills, and in teaching the specific subjects of language arts, reading, math, science, and social studies. It suggests specific instructional activities the student is expected to perform in the classroom as a student teacher. The second part of the document is a handbook of student teaching, defining the role of both student teacher and his/her supervisors. The student is expected to fill out forms which are included as a record of his/her development in different competencies. The third part of the document contains letters from school systems supporting the SODIA program. The last part of the document is a student program planning guidebook meant for use by education majors at Utah State. (CD)

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elementary education

at UTAH STATE UNIVERSITY
Logan, Utah 84322

SP009 842

Sodia Program Description, Philosophy and Student Handbook of Competencies

SODIA

HANDBOOK OF COMPETENCIES

Utah State University

Elementary Education Department

UMC 28, Logan, Utah 84322

SODIA
an
*Award-Winning Teacher Preparation Program

HANDBOOK OF COMPETENCIES

Name _____

Address _____

_____

*Certificate of Recognition, 1974 Distinguished Achievement Awards Program, American Association of Colleges for Teacher Education

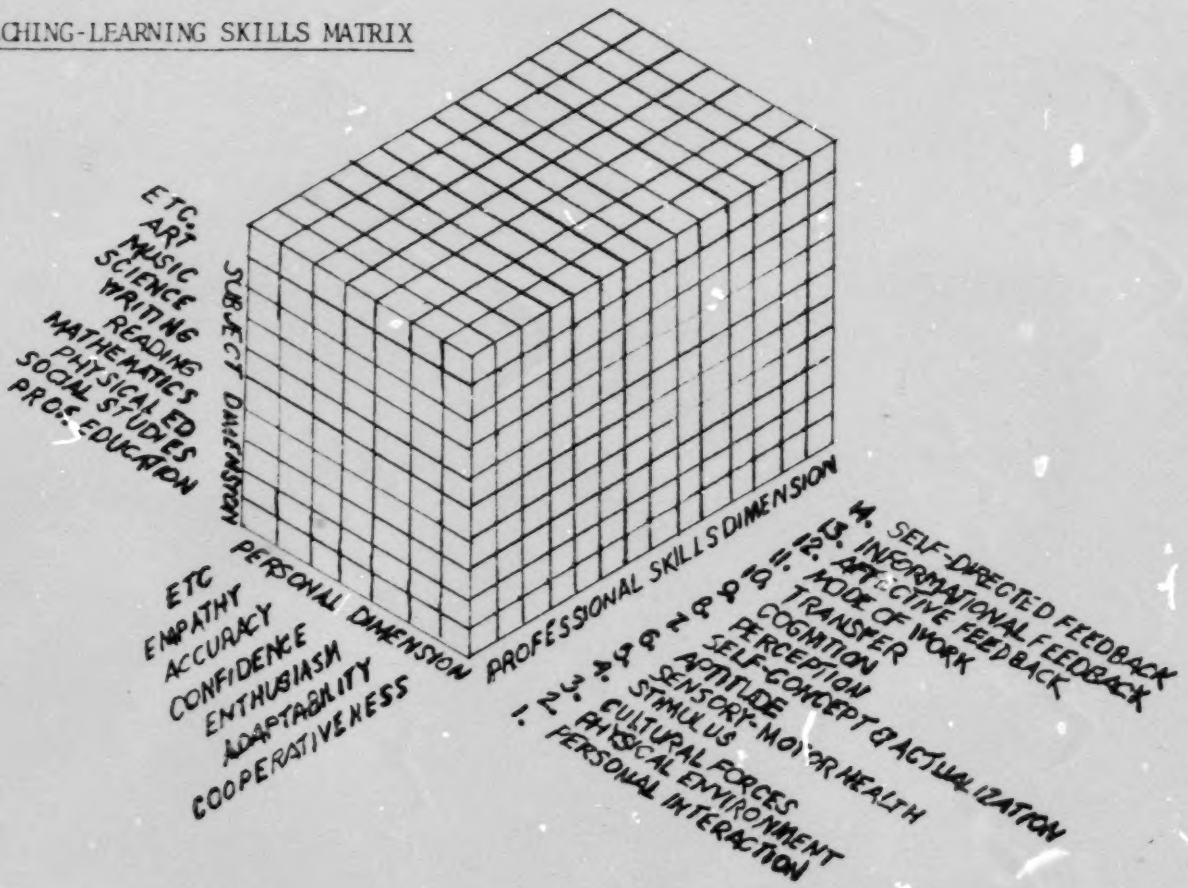
SODIA

A full-range,
competency-based program
for the training of
professional teachers

S	self
O	others
D	discipline
I	implementation
A	associate

THREE DIMENSIONS OF COMPETENCE FOR PROFESSIONAL TEACHERS

TEACHING-LEARNING SKILLS MATRIX



Subject: Content area, both principles and process.
Personal: Personality as revealed in behavior
Skill: Based primarily on a LPM--learning process model.

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WHAT IS COMPETENCY?

Your preparation and work as an elementary school teacher can be divided into parts called the three dimensions of COMPETENCE.

ONE — You develop competence as SELF--a person with positive personal QUALITIES. (Sodia Level I)

TWO — You develop skills in dealing with OTHERS, particularly students, with the focus of developing skills for helping the student to become a better learner. (Sodia Level II)

THREE — You develop knowledge, understanding, and teaching skills in the SUBJECT AREAS, or DISCIPLINES, which make up the curriculum of the school. (Sodia Level III)

The USU Department of Elementary Education operates on the philosophy that potential teachers need early, first-hand experience in the public schools. This experience starts in Level I, builds in Levels II and III and culminates in Levels IV and V, student teaching and associate teaching.

These basic dimensions of competency can then be integrated into your own professional life by practice and extended experience. (Sodia Levels IV and V).

Part One

Competencies are expressed here

as Performance Objectives

The three dimensions of competencies are:

1.	Qualities of Self	Level I
2.	Skills in dealing with Others	Level II
3.	Knowledge of Subjects or Disciplines and teaching skills therein	Level III

LEVEL I - SELF

Getting to know
your own "self", and

to relate this
self-understanding
to your decision to
become a teacher

LEVEL I

SODIA Program, Level I Self

The objectives of Level I, SELF, of the SODIA program are (1) to help students identify and develop qualities of self which are constructive and effective in the teaching process, and (2) to introduce you to elementary education as a field of professional service.

Taxonomies (a "taxonomy" is an orderly classification) related to thinking (cognitive), feeling (affective), and movement (motor) are all utilized to enlarge the SELF of Level I students.

Because of the importance of attitudes in teaching, the affective area is especially emphasized, as described by Krathwohl.

The taxonomy developed by David Krathwohl has five levels as follows:

1. Receiving - the learner is aware or passively attending to certain phenomena and stimuli (i.e., listening).
2. Responding - the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).
3. Valuing - the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).
4. Organization - the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).
5. Characterization - the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life-totally behaving as you believe).*

S E L F

*Developing and Writing Behavioral Objectives, Educational Innovators Press, Inc., Tuscon, Arizona, Copyright, 1968.

Operational Competencies

In order to assist the Level I student to make the general affective levels of Krathwohl explicit, students are asked to assemble brief anecdotal data of "critical incidents" in which awareness of these behaviors is established. These are simple reports of individual experiences. They will be known as "behavior indicators".

The behaviors to be reviewed are:

(1) Empathy. Incidents which show the capacity for participating in another's feelings or ideas.

(2) Orderly. Descriptions of the ways the student keeps track of records and materials (as applied by the student).

(3) Productive. Evidence of independently developed projects, and a record of "getting things done."

(4) Reliable. Evidence of accuracy and dependability.

(5) Creditable. Statements supporting honesty in representing self. Is not "hypocritical", or an "apple polisher".

(6) Co-operative. Evidence of successful teamwork.

(7) Aware. Appreciation of nature's beauty, and of social needs.

(8) Presentable. Within limits, to be well-groomed appropriately to the situation.

(9) Expressive. The ability to put over an idea or feeling clearly and with interest.

(10) Adaptive. Evidence of flexibility and adaptability in meeting new problems.

(11) Enthusiastic. Enthusiasm as represented in terms of creative activity and project initiation.

(12) Confident. Evidence of self-reliance (with the avoidance of extremes). Examples where poise and strength of purpose are appropriate.

Performance of activities by students will lead to the accomplishment of the objectives. The experiences are expected to result in your performance at least at the third level of Krothwahl's taxonomy, valuing. It is recognized that some students will perform at higher levels.

Instructional Events

Your evaluation (grading) as a Level I student is limited to pass-fail. In order to obtain a "pass" (p) grade, you should complete the following requirements:

1. Maintain a journal of experiences and assignments for Level I.

2. Learn a correct form for manuscript writing and use manuscript writing for all class assignments.

3. Write an autobiography in which you attempt to identify some of the major events that have influenced your present value system and frame of reference.

4. Choose a self-improvement project and keep an accurate record of progress. Progress will be recorded at least once a week throughout the quarter.

5. Record a minimum of two positive and two negative experiences each week, distributing them among the 12 behaviors listed in "Operational Competencies". Record experiences and analyze them in an attempt to develop greater understanding of yourself. Possible alternative responses to negative experiences should be noted.

(If the student feels the experience is too personal for the instructor to read, experiences are still to be recorded, but such pages of the notebook may be sealed. The instructor will respect the students' privacy. These events, should however, be reflected in an estimate of present competence in the 12 behavioral indicators as listed on page 1-2.)

6. Arrange for and participate in interviews or conferences with professors from whom you have classes or other professors on campus. One of the conferences is with the instructor in Level I. Reaction to conferences will be recorded in the journal.(Interviews are to be completed by the 7th week of the quarter.)

7. Participate in classroom activities in an elementary school for ten hours during the quarter. During this time you will attempt to gain insight into your interactions with children and staff and to determine if you truly want to become a teacher.

8. Weekly summaries of the classroom experiences will be recorded. The focus of the observations should be on "self" - "How did I respond?" "How did I feel?" "How did I react?" "What did I do?" "What could I have done?" etc.

9. Become acquainted with professional journals, materials, and activities

related to education. You will spend a minimum of one hour exploring the document section of the library and write a reaction to the types of material you discover.

10. Write a statement summarizing what you have learned about yourself. This summary is to be based on all the information contained in your notebook.

11. Write a statement about yourself to be placed in the office files of the Elementary Education Department. This will be a letter of recommendation written by yourself indicating experiences, strengths, and weaknesses that you feel.

12. A staff member in Level I will write a statement concerning any student who appears to have problems which might influence that student's success in education. A copy of the statement will be available for the student.

LEVEL II - OTHERS

Getting to know "others"
in education, and

to develop skills in
dealing with others, with
the focus of developing
skills for helping elementary
students to become better learners.

LEVEL II - SODIA - OTHERS

Overview of Level II

The major purpose of Level II in the SODIA program is for you to become better acquainted with "Others" in the public schools. This includes teachers, administrators, and adults who are part of a school community, but especially children.

Level II provides you the opportunity to work directly in elementary classrooms and continue to develop the personal, subject, and skill competencies necessary to become a successful teacher. This experience is expanded with field trips, guest speakers, audio-visual presentations, and discussions in seminars. (The seminars are an integral part of Level II). You will also begin a teacher's resource file and expand it during the next two years of your professional preparation program.

A class in educational psychology and an introductory class in special education are included as part of Level II. These classes provide an understanding of principles and processes which facilitate learning in the classroom and also a basic understanding of exceptional children in the classroom.

All Level II work is correlated for use in the practicum with children in elementary classrooms in "Portal Schools". Portal Schools are schools especially selected for this university-school partnership in teacher education. The faculty members of these schools have received special training for their roles in this important endeavor.

This training focuses on communication skills, supervisory techniques, and other areas as determined by the school staff and the University Coordinator assigned to that particular Portal School.

The University Coordinator works in the Portal School daily. He or she is the person responsible for the Level II activities in that particular school. The Level II coordinator correlates the experiences in practicum, in special education, and educational psychology. This coordinator also conducts your "Education 301" (Foundation Studies in Teaching) seminar. Your coordinator is the person with whom you work most closely in Level II. He or she is there to help you acquire the teaching skill competencies basic to Level II work.

Teaching Skill Competencies

Foundation Studies in Teaching (El. Ed. 301) and
Educational Psychology (Psych. 366)

In Level II and throughout the SODIA program, there are fourteen skill areas in which you, as a prospective teacher, will begin to develop competency. These skill areas (SA) are basic to your being a competent elementary school teacher. The following skill areas (SA's) are described as they relate to the elementary education and educational psychology areas. (Examples of activities designed to help you become competent in these SA's are also listed.)

SA 1. Interpersonal Relations. This includes helping elementary pupils to work with each other and learning to work with other adults. Also, you will learn to describe the roles of others in the school system, such as administrators, secretaries, lunch-room personnel, custodians, etc., and their influence on children.

SA 2. The Physical Environment. You will study not only materials, but the use of time and space. This SA will include understanding classroom routines and taking care of the day-to-day details such as: bus duty, hall duty, lunch room duty, roll call, collecting money, helping with boots, coats, and clean-up. You will expand this to include a full week's or several week's routine. You should also explore the use of interest centers and learning stations. You will also likely begin to learn to operate audio-visual equipment in the school assigned.

SA 3. The Culture and Curriculum. The history of educational, cultural influences and current curricular trends will be considered. In this area you will develop the ability to discuss the purposes of education in America and to be familiar with the history and philosophy of education.

In addition, you should demonstrate an understanding of school law in the state of Utah, by listing some major decisions which have a personal effect on you as a teacher.

Another important area of investigation is the career structure and the supporting culture of our society. Therefore, you will become familiar with the "World of Work" concept in education.

You should also become familiar with major cultural issues and influences and how these are reflected in curriculum scope and sequence charts.

SA 4. The Stimulus. Here you will work on the skill of how to stimulate (Motivate) elementary school pupils. You will further learn

how to select and present learning materials appropriate for individual students (including special learners).

SA 5. Sensory-Motor and Health. Competencies you will begin achieving in this area include the ability to spot sensory handicaps and health problems. Variability in motor aptitude and stamina will also be noted.

SA 6. Scholastic Aptitude. The skill of estimating differences in aptitude will be cultivated. The skill of describing differences between so called "normal children" in ability and achievement is important, but should also include descriptions of children who have more serious learning problems.

SA 7. Self. In this case, you are focusing on the self of the pupil in the classroom. Descriptions of, and suggestions for helping students with emotional problems are included here, but the wholesome personality development of normal children is the focus of this skill. The application of skills in this area is directly related to discipline or classroom management. You will begin to demonstrate an understanding of discipline.

SA 8. Perception. You will learn how to use charts and pictures in helping students to clarify their perceptions. It is also hoped you will help them to make needed discriminations in learning activities.

SA 9. Cognition. You will acquire techniques to develop basic cognition and to teach concepts. During Level II, you will develop basic skills in learning to draw conclusions in inferential thinking. This area of cognition concerns the subject matter acquisition which is a major activity in each school day.

SA 10. Transfer. The basic learning principle of transfer will allow students to learn to apply what they have learned.

SA 11. Mode of Work. You will help students set up needed practice schedules. You will also learn how to carefully describe the task and to state needed student activity in behavioral terms.

SA 12. Reinforcement. (Affective Feedback) Systems for rewarding effort and to maintain activity are to be understood and evaluated by you.

SA 13. Informational Feedback. You will learn to give diagnostic tests, and to use performance data to help students understand what they should plan to learn next.

SA 14. Problem Solving. In this skill area you should focus on improving student creativity and to aid him in becoming an independent problem-solver.

(These 14 skills are described further in detail in your Educational Psychology PAR Book (Professional Activity Record). (This book will be given to you at the beginning of Level II).

Level II Activities

There are many kinds of activities which you will be involved in in Level II to develop "entry competence" in the 14 Skill Areas. Some of these activities are: (this is not intended to be a complete listing)

1. Observing and recording observations of classroom teachers' methods of teaching discipline, etc.

2. Listening to selected (e.g. Arthur Coombs) audio tapes on discipline, and viewing the William Glasser films on "Schools Without Failure".

3. Reading text books for in-depth understanding in such areas as "school law".

4. Viewing slide-tape presentations on such topics as "Legal Aspects in Today's Education".

5. Working with media specialists to become familiar with a media center and Audio-Visual equipment.

6. Involving children in learning endeavors such as interest centers, mounting pictures, making bulletin boards, displays, and projects.

7. Taking field trips to schools or educational agencies working specifically with "special children" such as the USU Exceptional Child Center, USU Communicative Disorders Department, Utah Schools for the Blind and Deaf, elementary schools in lower socio-economic areas of Ogden and Salt Lake City, Intermountain School in Brigham City, and the State Industrial School in Ogden.

8. Listening to resource speakers to better understand children from various cultural backgrounds or with special problems.

9. Viewing and working in a simulation experience depicting school situations in inner-city areas such as the SRA Inner-City Simulation Laboratory.

10. Visiting various community agencies such as police departments, public health offices, family services offices, the courts, etc.

11. Visiting with principals, other administrative staff, and other school personnel.

12. Attending a board of education and/or PTA meeting.

13. Visiting and evaluating career education (World of Work) projects in local school districts.

Special Education Area of Level II

In addition to these basic 14 SA's, you will be involved in Level II in an introductory course in special education. (Sp. Ed. 301)

The overall objectives of this course are as follows:

A. You will acquire a limited number of the skills needed in the study of or work with exceptional children. Some of these skills are:

1. To know selected facts and problems covered in standard texts on exceptional children.

2. To locate additional needed material about exceptional children.

3. To take certain types of quizzes, tests, and examinations used in Special Education.

4. To report objectively and accurately on behavior observed in exceptional children.

5. To relate observed behavior to educational plans.

6. To present personal points of view about exceptional children to peers.

7. To present what you value highly about exceptional children to peers in the seminar situation.

B. You will also demonstrate the ability to evaluate selected problems dealing with exceptional children. For example, you should be able to tell several reasons connected with exceptionality why a child might not pay attention in a class of forty children. Then set up mini-projects to test out your hypotheses.

C. Finally, you will be expected to show a consistent attitude of interest in the problems of exceptional children. For example, you should be alert to which current motion pictures and T.V. shows deal with these problems. You should then apply professional standards in evaluating such media.

Other Dimensions of Competency

Personal

You will recall from Level I, that you focused on personal qualities in your own self. In Level II you should continue with this self-development program by:

-Developing increased ability in the communication skills of listening, speaking, reading and writing.

Possible activities leading to this competency are:

a. Working in the Thiokol Interaction Laboratory for Teacher Development.

b. Taking responsibilities for special seminar presentations of your own.

c. Working with teachers and children in classrooms to improve your own communication skills.

Subject Area Competency

In Level II, you will not be asked to master the specific subjects of reading, science, social studies, mathematics, language arts, etc. However, you will develop skills in relation to teaching a subject. In Level III, the emphasis will be on the content, or discipline areas.

Final Note, Level II

At the conclusion of Level II, you must evaluate your own potential as an elementary school teacher. You may decide you do not actually want to teach and thus change your major while still early in your university program of studies. If the USU Level II coordinator (in conference with other Portal School Level II Staff Members) feels that a student should not be a teacher, it is the coordinator's responsibility to counsel with such a student concerning other alternatives.

LEVEL III - DISCIPLINES

Getting to know the "disciplines"
or subject matter content primarily
taught in the elementary school and

to develop skills in planning, teaching,
and evaluating the specific disciplines
of language arts, mathematics, reading,
science and social studies.

LEVEL III - SODIA - DISCIPLINES

Overview of Level III

Level III of the SODIA program is based in the Edith Bowen Teacher Education Laboratory School located on campus.

Edith Bowen is a "regular" state supported elementary school, K-6, with enrollment determined by application. The teachers and principal of the school are members of the Department of Elementary Education faculty. As such they share in the direct responsibility for Level III programs.

An E.P.D.A. (Education Professions Development Act) project funded at Edith Bowen for several years was centered on integrating special education pupils into regular elementary classrooms. The school still has a high proportion of such learners enrolled and thus gives you an in-depth experience in working with such pupils. Edith Bowen is a non-graded school with multi-age grouping in Units I, II and III. Most classrooms follow the "open-education" philosophy patterned after the British Infant School curriculum.

As part of your work with the pupils of Edith Bowen, you will demonstrate methods of teaching in the subject or content disciplines of language arts, math, reading, science, and social studies.

Basic Competencies

The first two weeks of the quarter are devoted to in-depth work with the Level III professors. (During this time you do not work with elementary school pupils.) Daily sessions and independent activities are designed to give you basic competency background in the individual subject disciplines.

Competencies specified for particular disciplines are demonstrated during weeks 3-7. The competencies will be developed, tried and evaluated by yourself and/or demonstrated through materials or through instructor-made tests in the seminars.

Competencies demonstrated in each discipline during weeks 8 and 9 are evaluated by the Edith Bowen and Level III instructors using unit and lesson plans as guides. Both demonstrated knowledge and teaching skills are evaluated.

During those weeks 8 and 9, Level III students assume full responsibility for the educational program of elementary school pupils at the Edith Bowen Laboratory School.

This responsibility includes:

1. Continuing the planning, teaching, and evaluation in the Edith Bowen classrooms.

2. Providing an appropriate learning environment.

3. Providing instruction in all areas of the curriculum.

The purpose of this practicum experience is to give you specific opportunities to demonstrate your proficiency in the methods of teaching Social Studies, Math, Science, Reading, and Language Arts.

You will also be a member of the Level III team working within the particular classroom you are assigned to. Your team will cooperate in planning, teaching, and evaluating during the practicum experience.

Procedures for the two week practicum are as follows:

1. Level III students in each unit meet together to plan their practicum. Edith Bowen teachers and Level III professors are available to advise and otherwise assist in the planning process.

2. Each student develops a set of plans for his/her educational responsibilities during the practicum.

3. Each student is involved in the daily instructional activities.

4. Edith Bowen teachers provide feedback (evaluation) of activities engaged in.

The following sections of this handbook will give you the specific subject-matter (discipline) competencies outlined for:

- Language Arts . . . . . page 3-5
- Mathematics . . . . . page 3-11
- Reading . . . . . page 3-16
- Science . . . . . page 3-22
- Social Studies. . . . . page 3-27

It is expected that during Level III you will use this period as a time to sharpen the teaching skills you began to develop in Level II. Chart 1 (on the following page) illustrates how this interaction could take place.

Use the chart on the following page to keep evidence of your increasing competence in understanding the individual content areas, and the particular usage of skills in each area.

CHART ONE: SKILL-DISCIPLINE-INTERACTION

Skills (Level II) / Discipline (Level III)	Situation			Readiness			Ideation		Trial		Feedback			Subject Content
	Interpersonal Relations	Physical Environment	Culture and Curriculum Stimulus	Sensory-Motor Health	Scholastic Aptitude	Self	Perception	Cognitive	Transfer	Mode of Work	Reinforcement	Informational	Problem solving	note your knowledge level
LANGUAGE ARTS														
MATH														
READING														
SOCIAL STUDIES														
SCIENCE														

SODIA

Level III

LANGUAGE ARTS

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LANGUAGE ARTS

The child's development in the arts of language is one of the major responsibilities of society. Language arts function more effectively in the lives of elementary school children if their language activities are guided by significant purposes. The child's skill and abilities in reading, writing, speaking, and listening develop best in a context in which the interrelationship of the language arts are understood and in which teaching practices foster meaningful, life-like language activities. As a Level III student, you will develop competencies in (a) planning and preparing for instruction (b) performing instructional functions (c) performing assessment functions in the areas listed below.

You will study language development in children and its implication for classroom practice in listening, speaking, writing, and reading. You will select appropriate activities and experiences from the areas listed below.

I. LANGUAGE DEVELOPMENT AND DIALECTS

Competencies:

By the end of your work in language development you will be able to:

1. Define language
2. Identify differences in language.
   a. Relating to physiological factors
   b. Relating to environmental factors
3. Understand and use linguistic terminology
4. Identify ten characteristics of non-standard speech.
5. Respond to non-standard speech with positive behaviors.

Activities and Experiences

A. Visit a playground of an elementary school or park. Record children's spontaneous conversation. What are the most frequent verb errors? Make a list of them. Analyze sentence structure and vocabulary. (S.A. 13)

B. Using two questions that you have devised, interview two children of different socio-economic backgrounds. Using Labov's criteria for non-standard speech, comment in writing on specific usages, differences, and similarities among samples. (S.A. 13)

C. Collect newspaper articles about language for class bulletin board.
D. Make a collection of picturesque speech and verbalisms used by children.

II. LISTENING

Competencies

When you finish your study of listening you will be able to:

1. Identify the different types of listening and the skills associated with each.

Activities and Experiences

A. Listen to the tape, "Storytelling, Oral Reading and the Listening Process" located in the Audio Visual Center of the Merrill Library. Write your reactions to ideas on the tape.
B. Observe the speaking, gesturing and listening habits of a boy or girl during two 10 minute periods. Keep a record of everything the child does in matters related to oral communication. (S.A. 8)
C. Make a tape for a listening center on a subject of your choice.
D. Develop a listening campaign for a grade level of your choice and/or teach a part of it in a classroom. Choose activities that will develop listening skills.
E. Observe in an elementary school classroom for at least one hour. List the occasions for pupil listening, classify this listening by types. (S.A. 8)

III. SPEAKING AND EXTENDING ORAL LANGUAGE

Competencies

When you have completed your study of speaking you will be able to:

1. Extend and elaborate children's language.
2. Plan and teach activites and lead experiences that will allow the children to develop speaking skills.
3. Recognize the differences in speaking ability among the children in a given classroom and plan to teach in terms of these differences.
4. Help children to understand the meaning of appropriateness in speech.
5. Identify and direct at least two informal speaking activities.
6. Teach a lesson in developing varied kinds of poetry within a classroom.
7. Identify four types of choral readings.

Activities and Experiences

A. Make a written plan to inductively teach a lesson on any concept

basic to the improvement of children's speaking ability.

B. Make a list of five characteristics of Haiku poetry and find some simple Haiku poems to illustrate each one. Plan a unit for children.

C. Study the limerick pattern which was popularized by Edward Lear. Collect several limericks which can be used as models by children who wish to create original limericks and plan a limerick unit for children. (S.A. 4)

D. Choose from among the many folktales,one that is good for creative drama. Structure the folktale into scenes that will be good for dramatization. (Perhaps you would like to try your idea with children.) (S.A. 14)

E. Develop a file of choral readings.

F. Make several kinds of puppets and describe their use.

IV. USING CHILDREN'S LITERATURE TO STIMULATE LANGUAGE GROWTH

Competencies

At the completion of this section you will be able to:

1. List five categories of children's books.
2. Discuss at least one recent selection you have read.
3. Integrate children's literature with subject matter areas.

Activities and Experiences

A. Make puppets or flannel board cut outs for story telling.

B. Listen to the literature tapes in Bowen Library and plan a way to use one of them with children. (S.A. 4)

C. Make a chart about an author of children's books. (S.A. 4)

D. Outline plans for the dramatization of a story or portion of a book. (S.A. 2)

V. COMMUNICATING THROUGH WRITING

A. Usage and Grammar

Competencies

At the conclusion of this unit you will be able to:

1. Identify recent contributions the field of linguistics has made to the teaching of language in the elementary schools.
2. Discuss what is meant by the functional approach to language.
3. Analyze sentence patterns found in children's speech. (S.A. 8)
4. Use Pooley's list of usage errors in diagnosing language needs. (S.S. 13)

Activities and Experiences

A. Prepare a written plan for expanding basic sentence patterns. (S.A. 4)
B. Find a language game which will help eliminate an incorrect usage. (S.A. 4)
C. Make a chart showing common errors in grammar or usage for a class. See examples in Petty's Experiences in Language p. 69 & 70. (S.A. 13)

B. Handwriting

Competencies

When you have finished the study of handwriting you will be able to:

1. Diagnose the handwriting of children in terms of slant, size, shape, alignment, speed, and spacing. (S.A. 13)
2. Integrate the teaching of handwriting with planning for and teaching of other subjects.
3. Use correct forms, both manuscript and cursive, on the chalkboard and in your own written materials.

Activities and Experiences

A. Collect samples of writing from three children and evaluate them on the basis of speed, size, shape, slant, spacing, and alignment. Diagnose difficulties and suggest ways to improve. (S.A. 13)
B. Plan a personal improvement project to improve your own handwriting both manuscript and cursive. Review handwriting programs in Curriculum Materials Center of Merrill Library.

C. Spelling

Competencies

By the time you have completed your study of spelling you will be able to:

1. Understand the linguistic principles that will aid pupils in mastering spelling.
2. Be able to determine spelling levels for individual children.
3. Become acquainted with spelling programs now in use. (S.A. 3)
4. Be able to set up an individualized spelling program for a child or group.

Activities and Experiences

A. Gather at least 10 techniques, devices, or games that will make spelling interesting, stimulating, and intellectually challenging. (S.A. 4)

B. Give a spelling placement test to a child, diagnose his errors. (S.A. 6)
C. Set up an individualized spelling program for a child or group. (S.A. 13)

D. Creative Writing

Competencies

By the time you have finished your study of writing you will be able to:

1. Lead a group in writing an experience chart. (S.A. 14)
2. Direct children in the writing of research reports.
3. List four principles for setting up a creative writing program in a classroom. (S.A. 14)
4. Identify different kinds of stimuli for motivating creative writing. (S.A. 14)
5. Know techniques for teaching the mechanics of composition. (Content)
6. Understand the proof-reading process and be able to help children use it. (Content)

Activities and Experiences

A. Prepare a lesson plan for stimulating the writing of an experience story with a group of young children. (S.A. 14)
B. Prepare a lesson plan for a creative writing experience at a grade level of your children. (S.A. 14)
C. Have children write something they want to write completely unsupervised and unstructured, collect papers and make a diagnostic chart of the language problems the children are having. Plan a creative lesson around these needs. (S.A. 14)
D. Write a story describing the sights and sounds of a classroom.
E. Write an original story or poem.

SODIA

Level III

Math

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MATHEMATICS

As a Level III student you will become knowledgeable of major trends which have taken place in the teaching of elementary school mathematics. As part of demonstrating this knowledge you will:*

A. State, verbally or in writing, your philosophy about the purpose of elementary school mathematics.

B. Select those elementary school mathematics topics which you believe should be taught, based upon a consistent application of philosophy of the purpose for teaching elementary school mathematics. (S.A. 3)

C. Participate in a meaningful way in role playing situations typical of those which require elementary school teachers to make decisions about teaching mathematics. (S.A. 4)

Expectations

Pre-testing Pupils

1. You will construct a test consisting of tasks developed by Piaget, administer this test to a primary age level pupil, and report in a meaningful way the child's general level of development in terms of Piaget's theory as judged by the course instructor and the cooperating teacher from whose class the tested pupils were selected. (S.A. 6)

2. You will be able to select and/or construct and administer a traditional "Mathematics Readiness Test" to an individual primary age level pupil and to report in a meaningful way the pupil's level of achievement in mathematics, as judged by the course instructor and the cooperating teacher from whose class the tested pupils were selected. (S.A. 6)

3. When provided a small group of elementary school pupils, you will select an appropriate topic of mathematics instruction (SA 4), analyze the topic to determine what knowledge is requisite to success in learning

*as judged by the course instructor and the student's peers in relation to information provided in the course.

the topic (S.A. 4), construct a test to measure the pupils level of knowledge of the requisite information (S.A. 6), plan and conduct appropriate instruction based on the results of pupil performance on the pre-test (S.A. 4) and measure growth identified through utilization of a post-test. (S.A. 13)

Numeration Systems

1. When provided with a chart showing the value of the symbols used you will be able to write equivalent numerals utilizing the following numeration systems:

   A. Base ten Arabic (place value)
   B. Roman Numeral (Additive-subtractive)
   C. Egyptian Hieroglypnics (Additive)
   D. Chinese (Multiplicative)

2. When provided arithmetical exercises, you will be able to work with 90% or better accuracy the following types of exercises involving non-decimal bases with positional value systems of notation.

   A. Enumeration of sets of objects using other bases than ten.
   B. Conversion of base ten numerals to represent the same number in other bases.
   C. Conversion of numerals in non-decimal bases to represent the same number in base ten.
   D. Addition and subtraction of two and three digit numbers in bases other than ten.
   E. Multiplication of two and three digit numbers in bases other than ten.
   F. Division of multi-digit whole numbers by one and two digit divisors in bases other than ten.

3. You will construct and utilize an inexpensive type of abacus in classroom size quantities to represent the regrouping which takes place in addition and subtraction.

4. You will be able to list and correctly demonstrate addition and subtraction of whole numbers, involving re-grouping, on four levels of abstraction and to identify the teaching situations in which each is most appropriately used.

5. You will describe the level of counting names which most frequently cause children difficulty in learning to count, explain why this is so, and outline a procedure for helping children learn to count based on the knowledge of inconsistencies which exist in the set of number names.

Addition, Subtraction, Multiplication, and Division of Whole Numbers

1. You will be able to describe the field properties and discuss

ways in which these properties should be utilized in teaching elementary school mathematics.

2. You will demonstrate at least four different techniques for assisting elementary school pupils to learn addition and subtraction exercises which involve regrouping.
3. You will be able to list and describe at least five procedures for providing variation in studying the basic addition, subtraction, and multiplication facts.
4. You will construct a physical model to demonstrate the distributive property of multiplication over addition to elementary school age pupils.
5. You will be able to write subtraction problems of the three different types and identify which of the three types is most difficult and which is easiest for children.
6. You will write division problems of each of the two types, correctly identify the types and designate which is the most difficult.
7. You will be able to correctly work division exercises utilizing the following algorithms:

   Greenwood
   Traditional
   Duplication
   Subtractive

Rational Numbers

1. Given a series of numbers, you will identify the rational as opposed to irrational numbers.
2. You will be able to suggest at least four techniques for physically representing common fractions to help elementary school pupils "visualize" fractions.
3. You will represent with physical models the addition, subtraction and multiplication of common fractions.
4. You will be able to explain the most commonly utilized algorithm for division of common fractions.

Informal Geometry

1. You will be able to demonstrate the use of the geo-board in helping elementary school pupils "discover" ways to find the area of common plane geometric shapes.

2. You will be able to describe procedures for using real materials to help pupils "discover" the concept of pi.

Problem Solving

1. You will be able to describe at least eight different procedures to help elementary school pupils improve their problem solving skills.

Measurement

1. You will utilize both English and metric standards of measure to measure length, weight, volume, and temperature.

2. You will correctly explain the concepts of:

   A. unit of measure
   B. standard of measure
   C. discrete measurement
   D. continuous measurement
   E. rounding error
   F. averages
   G. direct, indirect, and derived measurement

SODIA

Level III

Reading

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READING

Reading is widely acknowledged, both within and outside professional education, as a crucial curriculum area in elementary education. This attests to the highly verbal nature of both the modern school and society. Success in most school subjects depends greatly upon reading, and success in adulthood is also often related directly to reading proficiency. Consequently your work in reading is planned to help you manifest the skills and behaviors which will result in positive reading growth in children.

General Instructional Aims

1. It is the instructor's responsibility to arrange environmental variables to insure that learning results.
2. Instruction is performance based. (S.A. 11)
3. Instruction is based on principles of learning.
4. Instruction must be efficiently organized and managed. (Personal quality = PQ)
5. Teaching is a humane endeavor and therefore the instructor must be humanistic in his relationship with students. (PQ, S.A. 7)
6. Students should also strive to develop the best qualities of "self" in dealing with others. (PQ)

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Reading Content Competencies

(with implied skills noted)

1.0 Orientation to reading.

1.1 Given an analysis of the verbal nature of both the modern school and current society, you will list five reasons why reading ability is crucial. (SA 3)

1.2 Given an experience in reading and analyzing a story written in a strange code system, you will write a definition of reading which takes into account the perceptual and cognitive processes utilized by a successful reader. (SA 8, SA 9)

1.3 Given simulated data contained on the class list, you will identify pupils having difficulty reading because of a sensory problem, a perceptual problem, and a cognitive problem. (SA 5, SA 8, SA 9)

1.4 Given the simulated data contained on the class list, you will identify pupils who possess the indirect prerequisites to reading and pupils who do not possess these prerequisites. (SA 6)

1.5 Given information developed in this module, you will categorize reading prerequisites as being general readiness traits or specific readiness traits. (SA 6)

2.0 Readiness

2.1 Given the various traits used by teachers to establish expectations of individual pupil reading achievement, you will list the fallacies of using any one of these alone to determine expectancy. (SA 6)

2.2 Given the indicators of expectancy, you will state a strategy for sensitively using these indicators to determine an individual expectancy quotient. (SA 6)

2.3 Given the simulated data contained on the class list, you will establish an individual expectancy quotient. (SA 6)

2.4 Given the simulated data contained on the class list, you will establish an individual expectancy of reading achievement for each pupil on the list. (SA 6)

2.5 Given information regarding formal and informal devices for determining reading levles, you will list the advantages and disadvantages of using each. (SA 6)

2.6 Given simulated graded oral reading paragraph data, you will list the independent, instructional, and frustration reading level for each of six pupils. (SA 6)

2.7 Given simulated graded oral reading paragraph data, you will state the type of skill difficulty for each of two pupils. (SA 13)

2.8 Given the simulated data contained in the class list, you will identify pupil proficiencies and deficiencies in reading content area material. (SA 13)

2.9 Given simulated data contained on the class list, you will identify pupil proficiencies and deficiencies in recreational reading. (SA 13)

2.10 Given simulated data contained on the class list, you will identify the stage of developmental reading growth for each of three pupils. (SA 6)

2.11 Given information regarding the importance of meeting individual needs you will list five characteristics of a humanistic teacher. (PQ)
2.12 Given the previous modules on individual differences in reading, you will list these differences and the tools which can be used to determine what these differences are. (SA 6)

3.0 Setting

3.1 Given a written description of a classroom setting in which individual differences of pupils are being met, you will identify four crucial elements of such a classroom organization.

4.0 Lesson Planning

4.1 Given information regarding a pretest-teach-post test strategy for skill instruction, you will describe how it would be applied in a hypothetical instructional situation. (SA 13)
4.2 Given a specific skill to teach, you will write a psychological and a physical attender. (SA 4)
4.3 Given a specific skill to teach, you will write a presentation which makes use of highlighting and diminishing crutches. (SA 4, SA 11)
4.4 Given a specific skill to teach, you will write a presentation which includes appropriate pupil response. (SA 11)
4.5 Given a specific skill to teach, you will write a presentation which includes appropriate use of the principles of reinforcement. (SA 12)
4.6 Given a specific skill to teach, you will write a practice exercise which incorporates the four characteristics of good practice. (SA 11)
4.7 Given a specific skill to teach, you will write an application activity which would help the pupil put the skill to use in a realistic reading situation. (SA 11)

5.0 Word Recognition.

5.1 Given examples of the seven major types of prerequisite word recognition skills, you will categorize these as being primarily visual, primarily aiditory, or a combination of both. (SA 8)
5.2 Given examples of specific prerequisite skills, you will classify each as being a memory task, a dsicrimination task, or an association task.
5.3 Given a specific visual discrimination skill, you will write an instructional episode for teaching this skill. (SA 8, G)
5.4 Given a specific visual memory skill, you will write an instructional episode for teaching this skill. (SA 8)
5.5 Given a specific auditory discrimination skill, you will write an instructional episode for teaching this skill. (SA 8, G)
5.6 Given a specific sound-symbol connection skill, you will write an instructional episode for teaching this skill. (SA 8)
5.7 Given a specific sequencing skill, you will write an instructional episode for teaching this skill. (G)
5.8 Given a specific sound-symbol-meaning skill, you will write an instructional episode for teaching this skill. (G)
5.9 Given a story written in a strange alphabet, the student lists the four major techniques for identifying words. (SA 8)

5.10 Given the prerequisite word recognition skills and the four major techniques for identifying words, you will categorize these as either recognition or analysis skills. (SA 8)
5.11 Given simulated pupil performance on graded oral reading paragraphs and on tachistoscopic tests, you will state how the pupil is attacking words. (SA 13)
5.12 Given four techniques for teaching sight words, you will write instructional episodes using each of the four techniques. (G)
5.13 Given the language experience technique, you will describe how you would use this technique to help pupils identify words. (SA 8)
5.14 Given a specific short vowel phongram skill, you will write an instructional episode for teaching this skill. (G)
5.15 Given a specific syllabication skill, you will write an instructional episode for teaching this skill.
5.16 Given a specific phonetic generalization, you will write an instructional episode for teaching this generalization. (G)
5.17 Given a specific structural analysis skill, you will write an instructional episode for teaching this skill. (G)
5.18 Given a specific context and letter-sound correspondence skill, you will write an instructional episode for teaching this skill.(G)

6.0 Comprehension.

6.1 Given your own experience as a thinker, you will list the three major conditions which influence comprehension. (SA 9)
6.2 Given the three major conditions which influence comprehension, you will state how you would adjust instruction to account for each of these conditions. (G)
6.3 Given the three major conditions which influence comprehension, you will state the characteristics you would look for in selecting textbook materials for pupils. (SA 6)
6.4 Given a written description, you will list three kinds of thinking. (SA 9)
6.5 Given a list of thinking skills, you will categorize the four major comprehension skills. (SA 9)
6.6 Given a specific content word, you will plan an instructional episode for teaching the meaning of the word. (SA 9, G)
6.7 Given a specific function word, you will plan an instructional episode for teaching the meaning of the word. (SA 9, G)
6.8 Given a specific relationship skill, you will plan an instructional episode for teaching this skill. (SA 9, G)
6.9 Given a specific classification skill, you will plan an instructional episode for teaching this skill. (SA 9, G)
6.10 Given a specific main idea skill, you will plan an instructional episode for teaching this skill. (SA 9, G)
6.11 Given an example of content area textbook material, you will write factual, descriptive, inferential, and heuristic questions. (SA 9)
6.12 Given a simulated situation, you will plan an instructional episode for teaching inferential thinking skills. (SA 9, G)
6.13 Given sample materials, you will plan an instructional episode for teaching evaluative thinking skills. (Refer to Bloom). (SA 9, G)

7.0 Program development and management.

7.1 Given a hypothetical teaching situation, you will state the steps to be taken in organizing and managing a systematic reading skills program. (G)

7.2 Given a simulated classroom situation, you will state the steps to be taken in organizing and managing an effective reading program.

8.0 Transfer.

8.1 Given a typical basal text selection, you will describe how that lesson can be used to help pupils apply reading skills previously taught. (SA 10)

8.2 Given a typical content area textbook selection, you will describe how that lesson can be used to help pupils apply reading skills previously taught. (SA 10)

8.3 Given a hypothetical classroom situation, you will describe how a recreational reading program can be used to help pupils apply reading skills previously taught. (SA 10)

Related Activities

In developing the above competencies, you will work in the Basic Track and possibly the Advanced Track. The Basic Track, required of all, develops the fundamental skills needed to begin teaching reading. The Advanced Track offers optional, self-selected experiences designed to develop greater sophistication and insight into both the reading act and methods of teaching reading.

SODIA

Level III

Science

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SCIENCE

In El. Ed. 425 (Teaching Science) you as a Level III student will gain skill in teaching elementary school science by using inquiry/discovery teaching methods. You will become acquainted with new elementary science programs and use these curriculum materials to develop inquiry-oriented science units that you teach in the Edith Bowen School classrooms.

New elementary science curricula used in the course include: Science-A Process Approach (S-APA); Science Curriculum Improvement Study (SCIS); Elementary Science Study (ESS); and Essence (Environmental Studies). An underlying assumption of the programs is that children in the elementary grades structure knowledge about the physical/natural world by manipulating concrete objects and by active participation in problem solving. The commercial programs provide comprehensive teacher's guides as well as materials needed to carry-out classroom investigations. An overview of these science programs is as follows:

1) Science - A Process Approach (S-APA) is a competency-based K-6 program in which children develop skill in using processes of scientific investigation (e.g., observing, classifying, predicting, interpreting data). Elementary mathematics and science content are incorporated into this inquiry-oriented program. In this sequential program higher level process skills are introduced as children master skills at the preceding levels. Thus, children in grade 4 develop inquiry skills which incorporate basic process skills mastered in grades K-3.

2) Science Curriculum Improvement Study (SCIS) is a sequential K-6 program in which scientific concepts and methods of investigation are developed at at level of abstraction consistent with the child's level of intellectual maturation. Each grade level of the program consists of one semester each of investigations in the physical and life sciences.

3) Elementary Science Study (ESS) is a program consisting of 56 independent science units that can be organized into a curricular program by an individual teacher and/or school. Each unit consists of individual and group inquiry activities that may be used across several grade levels. Teachers adapt the units to the needs and interests of their students.

4) Essence 1+2 (Environmental Studies) is an environmental awareness program for use in grades 4-college. The two-part program consists of activities for creative exploration of ones physical and emotional environments. The program can be used as a supplement to any existing science or social studies curriculum.

S C I E N C E

Competencies

As a student, there are major informational and activity competencies in teaching science for you to demonstrate. These include:

1. Demonstrate skill in using inquiry processes and skills (e.g. observing, classifying, predicting) that scientists use for investigating physical phenomena. (S.A. 11)

2. Prepare, administer, and interpret diagnostic tasks to assess cognitive abilities of individual children at various developmental levels. (S.A. 11)

3. Demonstrate skill in categorizing questions according to a classification scheme. (S.A. 9)

4. Demonstrate skill in choosing and/or designing science inquiry activities and instructional aids appropriate for children in elementary grades. (S.A. 4 & S.A. 11)

5. Provide a physical and emotional environment conducive to children's active exploration of science phenomena. (S.A. 1, S.A. 2)

6. Prescribe, plan, implement and assess science activities appropriate to the interests and intellectual, emotional, and social needs of individual children. (S.A. 7)

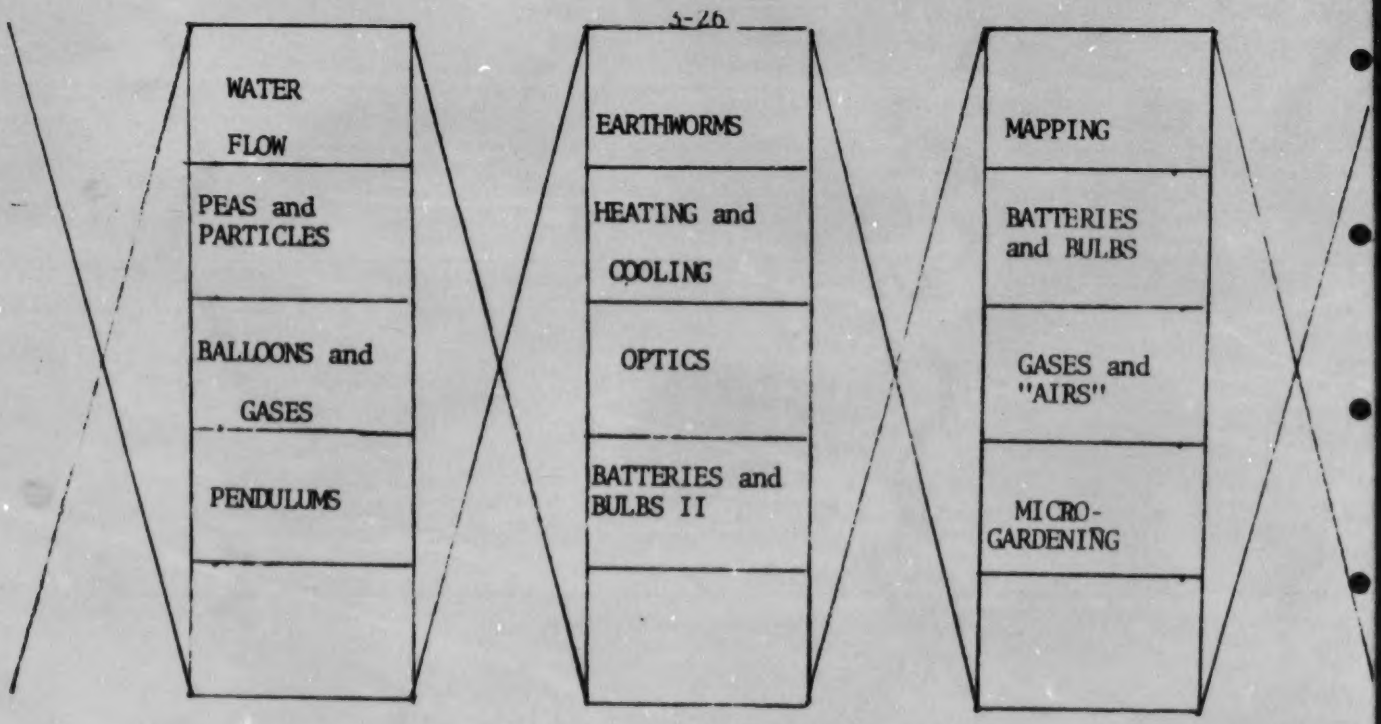
7. Use appropriate questions to assess a student's interests and cognitive abilities. (S.A. 9)

8. Guide, rather than direct, students' investigations in science. (S.A. 11)

Science Topic-Activities

As a Level III student, you will become familiar with new curricular programs for structuring elementary science. The following abstract of the Elementary Science Study program represents topics investigated in the elementary grades.

LIGHT and SHADOWS	ATTRIBUTE GAMES and PROBLEMS	DROPS, STREAMS, and CONTAINERS
GROWING SEEDS	ANIMALS in the CLASSROOM	MYSTERY POWDERS
MATCH and MEASURE	SPINNING TABLES	ICE CUBES
MOBILES	BRINE SHRIMP	ROCKS and CHARTS
LIFE of BEANS and PEAS	CHANGES	STARTING from SEEDS
PRIMARY BALANCING	PRINTING	WHERE IS THE MOON?
BUTTERFLIES	MIRROR CARDS	COLORED SOLUTIONS
PATTERN BLOCKS	POND WATER	MOSQUITOES
GEO BLOCKS	DAYTIME ASTRONOMY	WHISTLES and STRINGS
EGGS and TADPOLES	SAND	BONES
TANGRAMS	STRUCTURES	SMALL THINGS
MUSICAL INSTRUMENT RECIPE BOOK	SINK or FLOAT	TRACKS
CLAY BOATS	CRAYFISH	BEHAVIOR of MEALWORMS
BUDDING TWIGS	STREAM TABLES	ANIMAL ACTIVITY



In using the above topics, you will become aware of the K-6 coverage recommended, and the kind of science being represented.

SODIA

Level III

SOCIAL STUDIES

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SOCIAL STUDIES

In today's ever changing, complex world, the area of social studies is vitally important in the education of children. Research has shown that children have many questions in social studies areas (more than in any other single curriculum area). The teaching of social studies must therefore be relevant, interesting, and geared to the interests of children.

In Level III there are three general categories of activities in which you will develop specific social studies competencies. (Examples of how these competencies might be demonstrated are also identified.)

I. Planning and Preparing for Instruction

1. Demonstrate a knowledge of the social sciences (history, anthropology, sociology, geography, political science, and economics) as disciplines, including ways of structuring major concepts together with the abilities to integrate and apply this knowledge to the development and evaluation of curriculum. (S.A. 3)

2. Locate and develop instructional materials of various types. Use specific criteria for evaluating and selecting or developing materials for specific instructional purposes. (S.A. 2)

3. Plan effective lessons, units and courses. Explain the importance of plans for an effective use of time and for achieving goals. (S.A. 4)

4. Explain the importance of objectives for teaching, select significant objectives, state them clearly, and make effective use of them in planning, teaching and evaluating pupil progress. (S.A. 11)

II. Performing Instructional Functions

1. Use teaching and discussion strategies appropriate to the purpose of a lesson or unit. (S.A. 11)

2. Provide many opportunities for work in which pupils have a chance to work together socially to achieve common ends. (S.A. 1)

3. Demonstrate behaviors in classroom and other teaching situations to facilitate pupil development toward cognitive and affective goals in the social studies. (S.A. 9, S.A. 7)

4. Demonstrate the skills and behaviors which you should be able to

help pupils develop, including those in the area of human relations. (S.A. 1)

5. Use a multimedia program with instructional materials appropriate to goals and to the pupils in the class; do not rely upon one source of information for all pupils all of the time. (S.A. 2, S.A. 4)

6. Demonstrate knowledge of ways of using community resources in teaching or promoting good relationships between school and community, and of the professional role of the teacher beyond the classroom situation together with the ability to apply this knowledge to work within the school. (S.A. 2)

III. Performing Assessment Functions

1. Adapt learning experiences, instructional materials, and plans to the student's readiness. (S.A. 6)

2. Locate and develop devices and instruments for evaluating progress of a pupil toward achievement (S.A. 13) and personality goals. (S.A. 7)

3. Identify ways of providing for your own professional growth. (PQ)

Expectations

A series of both basic and optional activities are provided in Level III Social Studies to help you acquire specific competencies.

For the Basic Plan, you will:

*1. Attend and participate in class sessions. The class periods will largely be involvement seminars designed to help you acquire the stated competencies. Should you already be competent in the area outlined for focus at a particular time, confirm (verbal or written) this competency with the instructor. (G)

*2. Compile a Social Studies Journal. This journal will include entries from: (a) class sessions--including your own written notes, (b) your classroom assignment--ideas and handouts from your work these, (c) readings and research, (d) fellow classmates, (e) any other source you feel appropriate. Journals should be compiled and submitted the beginning of the last week of the quarter. Neatness and organization will be considered. If you prefer a "file" type compilation, that is acceptable--whatever will work best for you. (G)

*3. Construct a resource-teaching unit on a particular topic agreed upon by you, your cooperating teacher, and the instructor. You may construct

this unit with your fellow students assigned to your particular classroom if you so desire. Your unit plans (initiation, developmental, culmination activities, identified resources, etc.) are to be duplicated and a copy given to all others in the class. Many of the social studies competencies identified may be acquired through this unit project. (G)

*4. Write acceptable plans and teach a (a) large group (b) small group (c) one or more individuals as individuals. All of these plans and teaching experiences may be associated with your unit plan or they may be part of the on-going social studies program in your assigned classroom. (S.A. 9)

*5. Evaluate selected social studies instructional materials as outlined at the beginning of the quarter. (S.A. 4)

*ALL OF THE ABOVE WILL BE EVALUATED BY (1) YOURSELF, AND (2) COURSE INSTRUCTOR. You may also have your cooperating teacher and/or a fellow student evaluate #4.

Option Requirements (Designed to further extend and improve the quality of the stated social studies competencies).

*1. Work on a special project with your Edith Bowen cooperating teacher. Specifics to be determined by the teacher and yourself.

**2. Plan and conduct a discussion in which 50% or more of the questions you use are above Level 2 of Sander's Questioning Classification System. (S.A. 9)

**3. Develop and present a mediated segment (a.v. lesson) to pupils. (S.A. 4)

**4. Plan and conduct a role playing session with pupils. (S.A. 1, 7)

**5. Plan and conduct a values clarification experience with pupils. (S.A. 7)

**6. Other options as suggested by you (games, creative endeavors, etc.) and approved by the instructor and/or classroom teacher. (G)

*Evaluated by yourself and your cooperating teacher.
**Evaluated by yourself and any of the following: classroom teacher, fellow students, or instructor.

Supporting Activities

Supporting activities and assignments which you may do in Level III Social Studies to help you achieve these content, personal, and skill competencies include the following:

1. Seminar work with professor
2. Tests and quizzes
3. Writing "reaction" papers to reading, speeches, movies, and other media.
4. Working through Robert Mager's book on Preparing Instructional Objectives, and/or Wilkit on "objectives". (S.A. 11)
5. Following a model for problem-solving when directing pupils to study problems. (S.A. 14)
6. Using inductive teaching strategies. (S.A. 11)
7. Structuring group membership in different ways to achieve different purposes. Help pupils identify factors promoting and those hindering successful group work. (e.g. sociogram, group dynamics exercise (Lost on the Moon), filmstrip: Group Investigation. (S.A. 1)
8. Using media skillfully in social studies learning. (S.A. 2)
9. Developing and utilizing individualized media and materials. (S.A. 4)
10. Studying local community social agencies. (S.A. 3)
11. Identify different cultural groups. (S.A.3)
12. Creating a social studies simulation "game". (S.A. 3)
13. Creating pupil progress records for social studies. (S.A. 13)
14. Using anecdotal records, checklists and scales to reflect attitude change. (S.A. 7)
15. Explaining the professional organizations related to social studies teaching (including purposes and activities). Identifying different sources of information about the news and the bias of each source. Identifying some of the periodicals which are particularly useful for keeping up with educational developments, etc. Identifying organizations (local, state, national) which can provide consultative help and/or demonstrations. (S.A. 2,3)

SODIA PART TWO

LEVEL IV-STUDENT TEACHING

Implementation of competencies acquired in levels 1-4 in a full quarter assignment as a student teacher

* Self (Personal qualities)
* Others (skills)
* Disciplines (subject or content areas)
* Implementation (application)
* Associate Teaching (optional in-depths study and application)

PART TWO-EXPLANATION

As you move into Levels IV & V of SODIA, you should use the following pages to review your level of competence as to

	Page #
- personal qualities	4-19
- teaching skills	4-31
- subject knowledge	4-24

How competent are you?

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SODIA
COMPETENCY BASED
Teacher Education Program

Department of Elementary Education

Utah State University

Logan, Utah 84321

STUDENT TEACHING HANDBOOK

DEPARTMENT OF ELEMENTARY EDUCATION

STUDENT TEACHING HANDBOOK

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PART A

PHILOSOPHY OF STUDENT TEACHING

A PHILOSOPHY OF STUDENT TEACHING

Purpose

The purpose of student teaching is to provide the student with actual teaching experience under the supervision and guidance of experienced teachers in the public school and professional supervision in the University. In this activity there is applied the principle of learning to do by doing. The value of this learning, for the college student, as for the child in the elementary school, is determined by the quality of the experiences he receives.

Certification

Certification in elementary education indicates that the teacher is prepared to teach grades one through six. Certification in early childhood education indicates that the teacher is qualified to teach in pre-kindergarten programs through the third grade. To better qualify and prepare the student teacher to meet these certification requirements, as well as to provide in-depth understanding of the total elementary program, the student teaching quarter is usually divided into two time blocs. For one bloc the student is placed in either a primary or an intermediate grade, and in the next bloc in a different grade on a different level.

Students seeking the early childhood endorsement need an additional student teaching experience in pre-kindergarten or kindergarten.

Evaluation - Grading Procedures

Of all the experiences that a student has in the teacher preparation program, student teaching certainly should be one of the most important. Student teachers are deeply aware of this fact as are future employers. Letter grades are no longer issued for the student teaching experience. Instead, pass or fail grades are issued and a detailed written evaluation of the student teacher's success is carefully given by the cooperating teacher and the university supervisor. These evaluations are often more meaningful to all concerned than were the letter grades.

Substitute Teaching Policy

It is the policy of the Utah State University College of Education that student teachers are not to be used as substitutes for employed teachers, even for short periods.

STUDENT TEACHING - LEVEL IV

Responsibility for Student Teaching

The professional education of prospective teachers for the public schools is the responsibility of several agencies which operate under laws established by the Legislature of the State of Utah and through regulations established by the Utah State Board of Education. Institutions of higher education have traditionally carried the major responsibility. Recently, other agencies have influenced, either directly or indirectly, the scope and the sequence of the various teacher preparation programs originally provided by universities and colleges. Because teacher education is no longer restricted to institutions of higher education, it is necessary that each agency understand its role and the roles of other agencies working together to provide the necessary experiences for prospective teachers.

This statement identifies and describes various roles and areas of responsibility assigned to the teacher education institution and the public school with respect to the student teaching (Level IV) experience. The following areas are of concern to the student teacher, the cooperating teacher, and the university supervisor.

STUDENT TEACHER

The student teacher operates in at least two major roles during the student teaching quarter. First, he is a student because he is acquiring specific knowledge, developing professional skills, and forming socially recognized attitudes which are generally accepted as contributing to a teacher's success in the classroom. Second, he is a teacher because he is planning experiences for and directing learning activities of others.

Within his role as a student, the student teacher should:

1. Attend seminars conducted by the university supervisor.
2. Read and discuss with other professional people current literature dealing with the teaching-learning processes.
3. Free himself from campus responsibilities, outside employment, so that he may devote his energies to student teaching.
4. Retain an attitude of open-mindedness and willingness to learn.
5. Be sensitive to the room environment and the contribution it makes to the teaching process.

6. Refer any inquiries concerning the children or other school practices to cooperating teacher and/or University supervisor.

7. Be aware of and support the cooperating teacher's plans and methods.

8. Plan for daily and weekly conferences with cooperating teacher and/or University supervisor.

9. Assist the cooperating teacher in fulfilling routine duties, lunch, playground and bus duty.

10. Assist cooperating teacher with classroom housekeeping.

11. Use materials belonging to the school or cooperating teacher with care, making sure that all such materials are returned.

Within his role as a teacher, the student teacher should:

1. Plan activities for children appropriate to their age level and consistent with the course of study provided by the public school.

2. Diagnose needs of individual pupils and plan activities to meet these needs.

3. Seek to participate, insofar as possible, in all the school activities expected of a teacher.

4. Critically evaluate classroom activities with his cooperating teacher and/or University supervisor.

5. Hold in strict confidence information from his observation of the school, teachers and pupils.

6. Hold in strict confidence information recorded in each child's cumulative record folder.

7. Be exceedingly careful about personal grooming and dress.

8. Become acquainted with the children by learning their names, their characteristics and individual differences.

9. Familiarize himself with the total school program and the materials available.

10. Establish effective teacher-pupil rapport.

COOPERATING TEACHER

In his role as a cooperating teacher, the public school teacher has several major responsibilities with relation to the student teacher and in respect to the professional education and training of the student teacher within the public school environment. First, the cooperating teacher is a model and an example for the student teacher. Second, the cooperating teacher is a senior colleague of the student teacher. Third, the cooperating teacher is an evaluator of personal and professional growth of the student teacher. Fourth, the cooperating teacher is an interpreter of the culture, and of the school community for the student teacher.

As a model and an exemplar for the student teacher, the cooperating teacher should:

1. Demonstrate acceptable methods of teaching.
2. Conduct learning experiences in acceptable ways.
3. Demonstrate a high standard of professional conduct.
4. Help the student teacher feel that he is welcome.
5. Help the student teacher develop enthusiasm for teaching.
6. Provide the student teacher with effective experiences in as many of the duties of teaching as is possible.
7. Discuss the instructional program with the student teacher, identify long-range and immediate goals.

As a senior colleague of the student teacher, the cooperating teacher should:

1. Prepare for the student teacher's arrival by informing the pupils of the student teacher, who he is, what his role will be, and cooperatively determine how the class can assist in making his assignment enjoyable and rewarding.
2. Provide space (closet and desk) for the student teacher.
3. Provide a separate set of teaching materials (teaching editions) if possible for the student teacher.
4. Provide the student teacher with copies of the state and local curriculum guides.

5. Acquaint the student teacher with the reports and records that are the responsibility of a classroom teacher. The student teacher should be impressed with the importance of these records and reports being completed in a neat, prompt, and accurate manner.

6. Acquaint student teachers with the pupil reporting system. When parent conferences are held, invite the student teacher to participate in conferences whenever possible.

7. Acquaint the student teacher with the Instructional Media Center materials in the school (i.e. books, projectors, film strips, etc.) and the policy for their use.

8. Share jointly with the student teacher the routine duties (i.e. bus loading, playground, etc.) as well as the housekeeping responsibilities.

9. Provide leadership in teaching-learning activities.

10. Support the student teacher in mutually planned activities which are under the direction of the student teacher.

11. Make records available for confidential examination.

<u>As an evaluator of personal and professional growth of the student teacher, the cooperating teacher should:</u>

1. Establish with the student teacher acceptable standards of performance.

2. Discuss the instructional program with the student teacher.

3. Review plans and objectives with the student teacher.

4. Encourage the student teacher to plan and prepare his work carefully.

5. Examine and discuss his lesson plans in the daily evaluative conference.

6. Utilize the strengths of the student teacher.

7. Assist the student teacher in evaluating his daily teaching performance. Help him recognize his strengths and overcome his weaknesses.

8. Guide the student teacher in evaluating all his experiences in student teaching.

9. Evaluate with the student teacher his teaching performance at the end of the <u>second</u> and <u>fifth</u> weeks.

10. Keep student teacher informed as to his progress and discuss written evaluations with the student teacher. (See section B)

11. Challenge the student teacher with professional responsibilities, under careful supervision, as rapidly as he is capable of accepting them.

12. Work cooperatively with the university supervisor for the improvement of the student teacher's performance.

As a colleague and team member with the university supervisor, the cooperating teacher should:

1. Plan with the university supervisor to meet the needs and to utilize the abilities of the student teacher.

2. Report to the University supervisor positive aspects of the student teacher's performance along with concerns, problems, or issues which need to be drawn to the attention of the team.

3. Work to provide leadership within the classroom.

As an interpreter of the culture for the student teacher, the cooperating teacher should:

1. Describe and explain cultural influences which exert direction or force upon the particular school or individual within the school.

2. Utilize the culture in teaching-learning experiences provided for pupils.

Additional Responsibilities:

In addition to these responsibilities directly concerned with his relationships with the student teacher, the cooperating teacher also has responsibilities which he shares with the university supervisor. The cooperating teacher is a colleague and team member with the university supervisor and shares with him the responsibility of directing the professional activities of the student teacher in the public school. The cooperating teacher is also a professional educator who is employed by the school district and who has certain legal and professional duties because of his employment.

UNIVERSITY SUPERVISOR

The university supervisor has several major responsibilities with relation to the student teacher. First, the university supervisor is a director of learning for the student teacher. Second, the university supervisor is a supervisor of professional activities planned for and by the student teacher. Third, the university supervisor is a counselor to the student teacher. Fourth, the university supervisor is an evaluator of the personal and professional growth of the student teacher.

As a director of learning for the student teacher, the university supervisor should:

1. Conduct seminars and other professional meetings on an in-service basis for the student teacher.
2. Demonstrate proper uses of materials of instruction as needed.

As a supervisor of professional activities for the student teacher, the university supervisor should:

1. Assist the student teacher in his planning of appropriate experiences for children.
2. Help the student teacher obtain and utilize materials of instruction.
3. Review the lesson plans and objectives of the student teacher.

As a counselor to the student teacher, the university supervisor should:

1. Advise the student teacher concerning professional matters.
2. Be an advocate for the student teacher.
3. Acquaint the student teacher with the student teaching program and with his individual responsibilities and obligations.
4. Help the student teacher to maintain a professional attitude toward teaching and to the school staff who is assisting him.

As an evaluator of the professional and personal growth of the student teacher, the university supervisor should:

1. Establish with the student teacher (and cooperating teacher) acceptable standards of performance.

2. Identify areas of weakness and areas of strength exhibited by the student teacher.

3. Help the student teacher develop plans to improve his performance.

4. Observe the student teacher and evaluate with him, his teaching experiences.

In addition to these responsibilities directly concerned with his relationships with the student teacher, the supervisor also has responsibilities which he shares with other professionals.

First, the university supervisor is a member of the Department of Elementary Education and an employee of the University. Second, the university supervisor is a liaison person between the University and the public school. Third, the university supervisor is a colleague and team member of the cooperating teacher and the principal of the school. Fourth, the university supervisor is a resource person to professional people within the public school.

<u>As a member of the Department of Elementary Education and an employee of the University, the university supervisor should:</u>

1. Support the policies established by the Department of Elementary Education.

2. Provide experiences which will help the student teacher in his professional preparation prior to his student teaching assignment.

3. Review the Department of Elementary Education student teaching evaluation form obtained from the cooperating teachers and submit it to the Coordinator of Elementary Student Teaching. (See Section B)

4. Review the cooperating teacher's section of the evaluation form requested by the university for the student teachers under his supervision. (See Section B)

5. Complete the university supervisor's sections of the university evaluation form (See Section B) and submit it to the coordinator of Elementary Student Teaching.

<u>As a liaison person between the University and the public school, the university supervisor should:</u>

1. Represent the interests of the University.

2. Seek ways to bring about cooperative relationships between the University and the public school.

3. Acquaint the cooperating public school personnel with the objectives and policies of the student teaching program.

4. Provide material that will help the cooperating teacher become acquainted with his assigned student teacher and with his responsibility for the student teacher.

As a colleague and team member with the cooperating teacher and the principal of the school, the university supervisor should:

1. Plan with the cooperating teacher and the principal of the school for placement of student teachers.

2. Counsel with the cooperating teacher and the principal of the school concerning student teacher performance.

3. Work closely with the cooperating teacher in helping the student teacher.

4. Make his services available to cooperating teachers for whatever assistance might be requested.

As a resource person to professional persons within the public school, the university supervisor should:

1. Be available upon call to assist teachers in his area(s) of specialization or competence.

2. Provide in-service experiences as called upon.

3. Provide materials and resources as needed.

AUDIO-VISUAL SERVICES--Facilities and Materials

Any student may use audio and visual equipment without charge in any regularly scheduled course, workshop, seminar, conference, or institute on campus. A student teacher desiring to use equipment in student teaching will be charged according to the established fee schedule.

A student teacher may use a maximum of three films at a service fee of $1.50 per film during the quarter he is actually doing his student teaching. He may also use filmstrips, kits, and simulation games to a total of three for a service fee of $.50 per item.

Substitution of filmstrips, kits, or simulation games for films is not permitted.

If a student teacher keeps material past the due date, he will be charged an additional fee of one third of the full rental or service fee per day.

All service fees are payable in advance when the item is checked out at AUDIO-VISUAL SERVICES, in the University Library.

Anne Carroll Moore Library Services

Student teachers are requested to use the libraries in the public schools where they are teaching. However, the Moore collection in the Edith Bowen Teacher Education Laboratory is available for use in student teaching.

The treasure chest materials housed adjacent to the library are available for student teacher use. There is no charge for these materials.

The Teacher Placement Center

The University has established a Teacher Placement Bureau to assist graduates in securing professional positions. If a student qualifies for a teaching certificate or other professional certificates, he may register with the Center if he desires. Proper credentials will then be compiled for use in placement. Application for membership should be made prior to student teaching whenever possible. No fee is charged for membership in the Center.

STUDENT RECORD

SECTION B

Name_____

School_____

Teachers_____

Supervisor_____

PREFACE

This is SECTION "B" of your Assessment Guide of Student Teaching Competencies. It is also called the Student Record.

The purpose of Section "B" is to provide an organization and a form which will enable you to account for the teaching competencies you will demonstrate during your professional education program at Utah State University.

A student who follows directions given in this section and who accurately records the evidence of his teaching competencies will have a record which will enable him to evaluate his own personal and professional growth. This record is the major evidence of a student's professional competency and should be submitted to appropriate University personnel as directed for the purpose of evaluation, including grading. This record may also be used as part of his prospectus when he seeks employment as evidence of the quantity and quality of pre-service activities in the teacher education program.

The responsibility for completing Section "B" rests with the student. Since this is a comprehensive, wide-range instrument, it is not expected that any student can or will be in a position to rate himself on all items. However, University personnel may direct a student to submit evidence in any specific area(s) at the discretion of the University supervisor.

Because this instrument is the major source of data used by University personnel in making their evaluations of student performance, students should be as accurate as possible in the recording of their information.

Students who have questions or problems should consult with faculty advisors in the Department of Elementary Education or with professors and supervisors who direct the student's activities in any of the five phases of the SODIA Teacher Education Program.

INTRODUCTION

There are three major dimensions of competencies for professional teachers. These dimensions (sometimes called areas) are

(1) Competencies in Personal Relations

(2) Competencies in Teaching Skills

(3) Competencies in Subject Knowledge

The development of each of these competencies is the purpose of the SODIA Competency Based Program of Teacher Education at Utah State University.

A student begins to identify and to develop his own competencies in Personal Relations at Level I and Level II of the SODIA Program. It is in Level III that he directs his energies toward the development of competencies in the Subject Knowledge. He centers his attention upon competencies in Teaching Skills in Level IV and Level V. Although each of the various Levels in the SODIA Program center on specific competencies, the personal and professional growth of students in the pre-service teacher education program is a continuous whole.

RECORD OF COMPETENCIES IN PERSONAL RELATIONS

There is an increasing body of evidence, both empirical and from practical experience, which indicates that "successful" teachers generally possess certain personality qualities to a recognizable degree. These personality qualities enhance their relationships with other people, both children and adults. This area in personal relations is often referred to as affective or personal competencies.

Twelve words which describe these affective or personality competencies are listed on the following page. A scale is provided to enable you to make your own "personality profile."

Following each of the twelve words printed in CAPITAL letters are three groups of words, phrases, or sentences labeled a, b, and c which describe, define, identify, or limit each of twelve words. Place a check mark (x) in one of the columns after each group of words, phrase, or sentence which you believe best describes you when you are in the role of a teacher working with a group of children.

A check mark (x) in Column I means these words, phrases, or sentences do not describe you. You are not like this.

A check mark (x) in Column V means these words, phrases, or sentences do accurately and completely describe you. You are like this.

A check mark (x) in Column II, III, or IV means these words, phrases, or sentences describe you to a lesser or to a greater degree.

Turn the page and mark your scale according to these instructions. When you have finished marking your scale, draw a line between each "a" item marked (x) beginning with the first at the top of the page and continuing consecutively from one to the next until all marks (x) have been connected with a broken line. When you have finished, you will have a "personality profile." Your University supervisor will help you interpret your profile.

These profiles and your conference with your University supervisor concerning them will help you understand yourself, how other people "see" you, and areas of strength in your own personal relationships with other people.

Record of Competencies in Personal Relations Date _____ University Supervisor _____

Affective (Personality Characteristic		I	II	III	IV	V
		0	1 2	3 4 5 6	7 8	9
EMPATHY	a. sympathetic, helpful, friendly, approachable					
	b. reserved, cool					
	c. sentimental, tearful					
ORDERLY	a. use a plan and a system					
	b. meticulous and fussy					
	c. messy and disorganized					
PRODUCTIVE	a. take the initiative and complete good projects					
	b. do little beyond daily routine					
	c. put out a lot of shallow items					
RELIABLE	a. on time, accurate, dependable					
	b. careless					
	c. waste time re-doing, checking					
CREDITABLE	a. believable, courageous in taking position					
	b. inconsistent					
	c. Showy, put on					
COOPERATIVE	a. work well with others as needed					
	b. isolated					
	c. works only with social support					
AWARE	a. inquisitive, sensitive, interested					
	b. dull, not observant, resistant					
	c. overly sentimental					

Record of Competencies in Personal Relations (Con't.) Date _____ University Supervisor _____

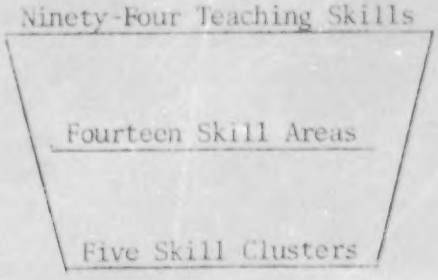
Affective (Personality) Characteristic		I	II	III				IV		V
		0	1	2	3	4	5	6	7	8	9
PRESENTABLE	a. clean and well groomed										
	b. dirty and disheveled										
	c. fastidious										
EXPRESSIVE	a. is clear and vivid										
	b. mumbles										
	c. doer-talkative										
ADAPTIVE	a. is inventive and flexible										
	b. repetitive										
	c. Changeable, lacks direction										
ENTHUSIASTIC	a. excited, interested										
	b. wet blanket										
	c. gushy										
CONFIDENT	a. meets the situation with poise										
	b. bossy										
	c. fearful										

On the back of the sheet, cite example of most noticed changes

(Use this page to make notes concerning your personality profile and your conference with your University supervisor.)

RECORD OF COMPETENCIES IN TEACHING SKILLS

An exhaustive study of the research on teaching-learning theory and practice by educators and psychologists at Utah State University has identified specific things teachers do in their professional roles of instructing children. These specific professional activities are called teaching skills. Teaching skills are classified into fourteen groups called skill areas. Skill areas are composed of closely related groups called skill clusters. A schematic drawing of these relationships is given below.



You will acquire many of these teaching skills and develop your ability to use them effectively as you continue through the five Levels of the SODIA Program. Emphasis upon your learning of these teaching skills is centered at Level II, but continues at Level III, level IV, and Level V. Opportunity for application and practice of the teaching skills you have learned is given at Level IV and Level V.

Each of the ninety-four teaching skills is listed under its appropriate skill area and skill cluster on pages 25 through 30 of this Assessment Guide (Section "B"), which follows this page.

Following this statement of definition of each teaching skill is a scale which will enable you to make your own "teaching skill profile." Place a check mark (x) in the column after the statement or definition of the teaching skill which best identifies it when you are in the role of a teacher working with a child or with a group of children.

A check mark (x) in Column N means you have not heard of or you have not learned about that teaching skill.

A check mark (x) in Column I, Introductory State, means you know what the teaching skill is. You can describe, define, recognize, or explain it. You have read about it and may have seen a professional teacher use it.

A check mark (x) in Column U, used skill, means you have knowingly used the teaching skill under the direction of a University supervisor or cooperating teacher.

A check mark (x) in Column C, competent, means you have used the teaching skill successfully in several appropriate situations. You feel comfortable in using the teaching skill.

A check mark (x) in Column O, outstanding, means you have used the teaching skill with professional competence frequently and without supervision. You are capable of teaching another person to use this teaching skill and you can evaluate the quality of his application. You can offer specific suggestions which he can use to improve his performance.

When you have finished marking your scale according to these instructions, draw a line between each mark (x) beginning with the first at the top of the page and continuing consecutively from one to the next until all marks (x) have been connected. When you have finished, you will have a "teaching skills profile." Your University supervisor will help you interpret your profile.

This "teaching skills profile" will not be completed until you have finished all your professional education and training. However, you should meet several times with your University supervisor during the various Levels of the SODIA Program to counsel concerning your profile.

This profile and your conference with your University supervisor concerning it will help you identify your strengths as a professional teacher.

SITUATIONAL SKILLS	SKILL-TASK INVENTORY				
SA 1 INTERPERSONAL RELATIONS	N	I	U	C	O
1. Describing, observing and arranging work groups					
2. Describing and establishing positive student social relationships					
3. Promoting a profitable role for group members					
4. Using interactional analysis (see Flanders)					
5. Helping a group set some goals (the methods of Lewin or Glasser)					
6. Understanding and giving examples of effective human relations					
7. Working with parents and the community to foster education					
8. Observing, planning for and participating in interaction in teams, committees and education organizations					
SA 2 THE PHYSICAL ENVIRONMENT					
1. Scheduling in-class activities					
2. Integrating classroom and school schedules					
3. Adapting the classroom schedule to both time and facilities					
4. Expanding the learning environment--field trips, visitors, and projects					
5. Structuring and controlling the school physical facilities					
6. Selecting and utilizing instructional materials					
7. Establishing and maintaining interest centers					
8. Coordinating learning stations					
9. Selecting and utilizing media equipment					

SITUATIONAL SKILLS	SKILL-TASK INVENTORY				
SA 3 CULTURE AND CURRICULUM	N	I	U	C	O
1. Utilizing cultural tasks and values					
2. Analyzing and utilizing data on selected majority and minority cultures and status groups					
3. Planning a program which takes advantage of the cultural uniqueness of a student or an adult in your community					
4. Considering varied sets of scope and sequence charts					
5. Selecting concepts and principles to represent the general theme and areas in the scope and sequence charts and courses of study					
6. Resolving cultural pressures on the schools					
SA 4 STIMULUS TO LEARNING					
1. Utilizing an association model to direct presentations					
2. Sequencing and ordering stimuli for level of difficulty					
3. Presenting ideas (stimuli) clearly					
4. Providing sets of instructions to control and enhance stimuli					
5. Selecting and using varied presentation modes					
6. Utilizing instructional programming					
7. Enriching associations					
8. Using a core plus options					

READINESS	SKILL-TASK INVENTORY				
SA 5 SENSORY-MOTOR HEALTH	N	I	U	C	O
1. Adapting instruction to auditory differences					
2. Adapting instruction to visual differences					
3. Adapting instruction to motor co-ordination variences					
4. Adapting instruction to varied health conditions					
5. Adapting to satiation and energy levels					
6. Promoting education regarding medicine and drugs					
SA 6 SCHOLASTIC APTITUDE					
1. Utilizing group aptitude profiles					
2. Utilizing individual aptitude profile					
3. Utilizing the Guilford Theory					
4. Utilizing Piaget Stage Theory					
5. Describing and adjusting a student's program for specific deficiencies or talents in motor or intellectual aptitude					
SA 7 CONCEPT OF SELF					
1. Testing present interests and values					
2. Utilizing measurement of self-concept and personality					
3. Relating level of aspirations to realism and confidence					
4. Gaining rapport					
5. Using appropriate techniques to foster self-growth in students					

IDEATION	SKILL-TASK INVENTORY				
SA 8 PERCEPTION	N	I	U	C	O
1. Locating specific inaccurate misperceptions due to selective perception					
2. Using records of some common perceptual errors to plan a revised lesson					
3. Utilize a program of discrimination training					
4. Using charts, outlines and diagrams to provide a frame of communicative reference					
5. Understanding individual differences in perception as related to background and experiences					
6. Developing a frame of reference					
SA 9 COGNITION					
1. Assisting children to utilize a variety of thinking processes (Guilford)					
2. Assisting children in developing a concept					
3. Helping children to use two and three dimensional classification					
4. Helping children to think at different levels of complexity (Bloom)					
5. Helping children proceed from factual to evaluative levels of thought (Taba)					
6. Helping children contrast concrete and formal thinking					

TRIAL	SKILL-TASK INVENTORY				
SA 10 TRANSFER	N	I	U	C	O
1. Pointing out possibilities for transfer					
2. Utilizing repetition to build habit-strength					
3. Improving transfer by generalization					
4. Identifying parts of a process which would benefit most from identity as compared to generalization					
5. Decreasing learning inhibition and functional fixedness in children					
6. Helping children to utilize organized cues for review and search					
7. Relating short term to long term memory for transfer					
SA 11 MODE OF WORK					
1. Analyzing the learning task					
2. Establishing behavioral objectives					
3. Utilizing appropriate practice schedules					
4. Utilizing approaches for prompting and focusing					
5. Utilizing inductive approaches (Strategy)					
6. Utilizing deductive approaches (Strategy)					
7. Establishing momentum, continuity, and widening involvement					

FEEDBACK SKILLS	SKILL-TASK INVENTORY				
SA 12 REINFORCEMENT (AFFECTIVE FEEDBACK)	N	I	U	C	O
1. Utilizing contingency, cost, timeout and payoff to secure control					
2. Maintaining attention and effort					
3. Shaping by behavior modification, schedules					
4. Using token reward systems					
5. Using positive encouragement techniques					
6. Widening student involvement					
7. Encouraging the insecure student					
SA 13 INFORMATIONAL FEEDBACK					
1. Cataloging common group errors					
2. Diagnosing individual error patterns					
3. Providing area-wide assessment					
4. Handling of group data					
5. Providing diagnostic prescription					
6. Utilizing "insight" phrases					
7. Utilizing item analysis					
8. Providing general evaluation design					
SA 14 PROBLEM SOLVING					
1. Utilizing the problem-solving process					
2. Exploring experimental versus correlational methods					
3. Utilizing creativity and brainstorming					
4. Utilizing association and attribute listing					
5. Utilizing "what if. . ." questions					
6. Stressing thinking and logic					

SUBJECT KNOWLEDGE

(DISCIPLINES)

SUBJECTS I KNOW

DISCIPLINES - SUBJECT I KNOW

LANGUAGE ARTS

Areas and Activities (Describe below)

I. Language Development and Dialects:

II. Listening:

III. Speaking and Extending Oral Language:

IV. Using Children's Literature to Stimulate Language Growth :

LANGUAGE ARTS (con't)

Areas and Activities	(Describe below)

V. Communicating Through Writing

A. Usage and Grammar

B. Handwriting

C. Spelling

D. Creative Writing

MATH

ACTIVITES	DATE	COMMENTS

READING ACTIVITIES	DATE	COMMENTS

SCIENCE ACTIVITIES	DATE	COMMENTS

SOCIAL STUDIES

ACTIVITES	DATE	COMMENTS

ART ACTIVITIES	DATE	COMMENTS

MUSIC

ACTIVITIES	DATE	COMMENTS

PHYSICAL EDUCATION

ACTIVITIES	DATE	COMMENTS

KNOWLEDGE PROFILE

		Little or no Knowledge	Usable working Knowledge	High Working Knowledge	Professionally Well Informed
Social Studies	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Math	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Science	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Language	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Reading	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
P.E.	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Music and Art	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
Other Subject	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8
The Child	K-3	1 - 2	3 - 4	5 - 6	7 - 8
	3-6	1 - 2	3 - 4	5 - 6	7 - 8

EVALUATION

OF

COMPETENCIES

Use the following sheets to conduct summary interviews.

Use the full SODIA book to help you to define the competencies.

STUDENT TEACHERS OWN SUMMARY OF COMPETENCIES

COOPERATING TEACHER'S SUMMARY OF THE STUDENT TEACHER

SUPERVISOR'S SUMMARY

EXPLANATION OF THE EVALUATION OF STUDENT TEACHERS' COMPETENCIES IN ELEMENTARY EDUCATION FORM

The Utah State SODIA Program is a competency-based program which is balanced and progressively integrated. It includes competencies in three dimensions: 1) personality, 2) teaching skill, and 3) subject content. Since it is a comprehensive program, brief statements for each competency are included for your review.

Personal Relations:

1) EMPATHY--Sharing feelings.
2) ORDERLY--Systematic and organized.
3) PRODUCTIVE--Gets things done.
4) RELIABLE--Can be depended upon.
5) CREDITABLE--Honest and believable.
6) CO-OPERATIVE--Works well with others.
7) AWARE--Sensitive to beauty and humor.
8) PRESENTABLE--Appropriate grooming.
9) EXPRESSIVE--Clear and fluent.
10) ADAPTIVE--Resourceful and inventive.
11) ENTHUSIASTIC--Cheerful and supportive.
12) CONFIDENT--Poised and self-directing.

Skill-Task Inventory:

1) INTERPERSONAL RELATIONS: The student teacher helps each child to learn to work with his fellow classmates in a sociably acceptable way.
2) PHYSICAL ENVIRONMENT: The student teacher uses time, facilities, and materials to prepare an interesting learning environment for the children.
3) CULTURE & CURRICULUM: The student teacher helps the children understand cultural expectations.
4) STIMULUS: The student teacher develops lessons in interesting and satisfying ways, and presents them clearly.
5) SENSORY-MOTOR HEALTH: The student teacher observes signs in children indicating illness or fatigue and makes appropriate referral or plans to alleviate such difficulties.
6) SCHOLASTIC APTITUDE: The student teacher recognizes the levels of intellectual development in order to select appropriate activities.
7) SELF: The student teacher aids the child in developing positive attitudes toward himself and others.
8) PERCEPTION: The student teacher helps the child to identify the parts of objects or activities which he needs to understand the total process.
9) COGNITION: The student teacher provides enough examples of each new concept to assure comprehension.
10) TRANSFER: The student teacher helps the child to use past experience effectively.
11) MODE OF WORK: The student teacher helps the child perform tasks in the best sequence, allowing ample time for discovery and practice.
12) REINFORCEMENT: The student teacher emphasizes reward rather than punishment.
13) FEEDBACK: The student teacher uses diagnostic techniques to help the child clarify misconceptions.
14) PROBLEM SOLVING: The student teacher helps the child learn how to use alternatives in doing experiments and independent research, so that he can solve new problems independently.

Subject Knowledge:

The student teacher should be evaluated according to his knowledge of subject matter content. His competency in planning, teaching, and evaluating in the specific areas of language arts, mathematics, reading, science, social studies, art, music, and physical education should also be considered.

EVALUATION OF STUDENT TEACHERS COMPETENCIES IN ELEMENTARY EDUCATION

Name of Student _____
(last) (first) (middle or maiden)

Grade _____ Quarter _____ Year _____

School Where Taught _____ District _____ Phone _____

COOPERATING TEACHER

KEY:
1-No opportunity to observe
2-Poor
3-Fair
4-Competent
5-Outstanding

UNIVERSITY SUPERVISOR

1	2	3	4	5	PERSONAL RELATIONS:	1	2	3	4	5
					EMPATHY					
					ORDERLY					
					PRODUCTIVE					
					RELIABLE					
					CREDITABLE					
					COOPERATIVE					
					AWARE					
					PRESENTABLE					
					EXPRESSIVE					
					ADAPTIVE					
					ENTHUSIASTIC					
					CONFIDENT					

SKILL-TASK INVENTORY:

					INTERPERSONAL RELATIONS					
					PHYSICAL ENVIRONMENT					
					CULTURE AND CURRICULUM					
					STIMULUS					
					SENSORY-MOTOR HEALTH					
					SCHOLASTIC APTITUDE					
					SELF					
					PERCEPTION					
					COGNITION					
					TRANSFER					
					MODE OF WORK					
					REINFORCEMENT					
					FEEDBACK					
					PROBLEM SOLVING					

SUBJECT KNOWLEDGE:

					LANGUAGE ARTS					
					READING					
					MATH					
					SCIENCE					
					SOCIAL STUDIES					
					ART					
					MUSIC					
					PHYSICAL EDUCATION					

COOPERATING TEACHER

Signature _____
School _____
Date _____

UNIVERSITY SUPERVISOR

Signature _____
Univ. _____ Dept. 102
Date _____

Please include a statement of this student's teaching potential on reverse side.

ASSOCIATE TEACHING LEVEL V

Associate Teaching in Elementary Schools is for undergraduates whose previous performance in student teaching indicates great teaching potential or promise and who wish additional experience in schools. The student will be assigned to a sponsor teacher in the campus Laboratory School or in the public schools and may earn 3-12 credits as his time permits.

OBJECTIVES

1. To allow the student to apply and test his professional knowledge, understanding and skills in the schools.
2. To provide an opportunity for students to experience innovative curriculum designs or models.
3. To increase the student's employment opportunities.
4. To help build closer ties between the university and the public schools.

PROCEDURE FOR ADMITTANCE

1. Associate Teaching should be arranged one quarter in advance of registration.
2. The student should complete the application form which may be obtained in Education 206 and return it to the same office.
3. The student may informally contact a particular cooperating teacher or school where he wishes to work as an associate teacher. This information along with proper signatures should be included on the application.
4. If his application is approved, the student will be notified of his offical placement of the Office Of Associate Teaching.

REQUIREMENTS

As an associate teacher, the student will be required to keep a log of activities, duties, observations, and comments and will report in conferences with the university staff member assigned to work with him. The staff member will also conference periodically in the cooperating school as to the student's progress.

At the conclusion of associate teaching, the student may wish to request that the cooperating teacher with whom he has worked, submit a letter of recommendation to be included in his teacher placement file.

Letters
received in support
of the Elementary Teacher
Education Program
Utah State University

Board of Education

CACHE COUNTY SCHOOL DISTRICT

2063 NORTH 1200 EAST

LOGAN, UTAH 84321

TELEPHONE 752-3923

CLIFFORD J. STAUFFER
PRESIDENT BOARD OF EDUCATION

C. BRYCE DRAPER
SUPERINTENDENT

KEITH D. HANSEN
BUSINESS ADMINISTRATOR

J. KENNETH WEBB
ASSISTANT SUPERINTENDENT

November 17, 1975

American Association of Colleges for
Teacher Education

Dear Sir:

Each year we hire a number of people who have received their training to become teachers at Utah State University. We have been employing teachers from this University, as well as others, for many years so I am in a position to compare the quality of training these teachers have received over a period of 15 years. I have noticed a great improvement in the knowledge, organizational skills, attitude and motivational ability of the teachers we hired recently when compared with those hired a number of years before. I attribute this to the new teacher training program in operation at Utah State University.

The teachers have a greater depth of knowledge. Their understanding of how to teach in the different subject areas has improved. Their ability to motivate children and to meet each child's individual needs is better. They can organize a classroom so that learning takes place more easily.

I notice an improvement each year. It seems each group of teachers we hire is better than the group the year before. Our present group of new teachers is outstanding. They need very little supervision and have an aura of confidence about them that helps get the school year off to a good start.

The recent changes the University has made has improved the program even more. First year teachers function on a par with second year teachers of 6 and 7 years ago.

I appreciate the opportunity to tell you how pleased I am with the quality of teachers we have hired who took their training at Utah State University.

Sincerely,

Reva K. Wallis

Reva K. Wallis
Elementary Supervisor

RKW:dp

Box Elder County School District

County Court House
Brigham City, Utah 84302
Telephone (801) 723-5281

Dr. J. C. Haws
Superintendent

David N. Morrell
Clerk - Treasurer

November 14, 1975

TO WHOM IT MAY CONCERN:

The Box Elder County School District supports an application for the Elementary Education Department at Utah State University for the Distinguished Achievement Award given annually by the American Association of Colleges for teacher education.

During the past and present school years the department at USU has worked jointly with the Box Elder School District in in-service programs designed to up-grade teaching in the district.

As a result of their efforts much has been accomplished to improve instruction for the children of Box Elder County.

Never before have we experienced such a great degree of cooperation or consideration on the part of university personnel for the improvement of instruction at the local level.

In addition to this the district has the opportunity of placing student teachers from USU in the schools of the district. It is becoming very evident that students from USU, who are participating in the Teacher Education Program at the school, are more and more competent and able to effectively adapt to teaching processes and procedures.

We do highly compliment the staff at the Department of Elementary Education and attest to their effectiveness in designing and promoting an outstanding program in teacher education for both in-service and pre-service education.

Sincerely,

C. Morgan Hawkes

C. Morgan Hawkes
Administrator of
Curriculum and Instruction

CMH/aln

DR. R. F. EVERETT
Superintendent

RODNEY R. ANDERSON
Program Director

TOM WILLARDSON
Clerk-Treasurer

CAROL K. LOWRY
School Food Services

South Sanpete School District

OFFICES AT MANTI, UTAH 84642

November 17, 1975

GLENN W. LEE President
Ephraim, Utah

SHEILA K. SORENSEN, Vice President
Axtell, Utah

KENT B. SANDERS
Gunnison, Utah

McLOYD ERICKSEN
Ephraim, Utah

LEONA F. WINTCH
Manti, Utah

Dr. Arthur Jackson
Utah State University
Logan, Utah 84322

TO WHOM IT MAY CONCERN:

Over the past several years the South Sanpete School District has worked with the Utah State University and several of the teachers that they have trained have been hired in our school district.

We feel Utah State University has one of the strongest teacher preparation programs in the nation. They have been flexible enough to allow students and school districts to have some input into their program. They build their program around basic learning theories and teacher strategies which we feel gives the students an extremely good background for placement in the school systems as teachers after graduation.

We feel as a school district we can recommend this program as being one of the strongest in the nation.

Sincerely,

Rodney R. Anderson

Rodney R. Anderson
Curriculum Director

Logan City Schools

PHONE 752-1811
101 WEST CENTER · LOGAN, UTAH 84321
JAMES C. BLAIR, SUPERINTENDENT
ROBERT B. WILLIAMS, ASS'T SUPT. BUSINESS

November 14, 1975

Dr. Arthur Jackson
Elementary Education
Utah State University
Logan, Utah 84322

Dear Arthur:

We are pleased to have been a cooperative agency with your Department in the development of your outstanding elementary education program.

Each year members of our staff have told me about the outstanding work that is being done in our schools by members of your professional staff who are stationed there, and by students at each level of the program.

We have now employed teachers who have been through the entire program, and it is our belief that they are the most able group of young teachers we have ever worked with.

The College of Education and especially your Department should be commended for your excellent program, and we appreciate being a cooperative agency in the process.

Sincerely,

James C Blair

James C. Blair
Superintendent

JCB:pb

September 15, 1975

To: Dr. Arthur D. Jackson, Chairman of Elementary Education

From: South Davis Chapter of the Utah Association for Children with Learning Disabilities

Subject: Teacher Education

The South Davis Chapter of the Utah Association for Children with Learning Disabilities has identified as one of its major concerns, the education of all classroom teachers concerning the characteristics and needs of learning disabled children.

We have become aware of the large percentage of your elementary teachers who gain some exposure to the identification and needs of exceptional children before they graduate. We wish, as a group of concerned individuals, to commend your teacher education program and your concern for all children. May we extend our willingness to assist in the continuation of and expansion of this dedication in anyway possible.

Once again congratulations and thank you.

HILLCREST SCHOOL
965 North 14th East, Logan, Utah 84321
Telephone — 752-3941
LAVELL MILLER, Principal

James C. Blair, Superintendent

November 19, 1975

Arthur D. Jackson, Head
Department of Elementary Education
Utah State University
Logan, Utah 84321

Dear Dr. Jackson:

The Hillcrest School has been closely associated with the teacher education program of Utah State University since this school was founded some fifteen years ago. Seven members of my immediate family are elementary teachers with B.S. and M.S. degrees from U.S.U. Six of us are now teaching. My youngest daughter is a Level I student in elementary education at U.S.U. I have been a functional part in training elementary student teachers for the past twenty-five years both as a teacher and as a principal. Therefore, I am in a position to know this program from first hand experience.

May I take this opportunity to commend you and your staff on the continued improvement that has been built into this program. Each succeeding year has brought new and improved program development, especially these past two years.

University students are involved in the actual teaching process in the public schools throughout their entire university training. This results in a much higher quality of prospective teachers. It also results in a great amount of help to our elementary teachers with pupils the recipients of this envolvement.

Without reservation, I commend you and your entire staff for the cooperation and contributions you are making to all parties concerned in your operation. It is an exemplary program of the highest order.

110

Sincerely,

LaVell Miller, Principal

CACHE COUNTY SCHOOL DISTRICT
SUMMIT SCHOOL
80 WEST CENTER
SMITHFIELD, UTAH 84335

November 18, 1975

TO WHOM IT MAY CONCERN:

We would like to compliment the department of elementary education at Utah State University on the improvement made in their elementary teacher education program. The constant evaluation and upgrading of the teacher education program has resulted in high quality prospective teachers.

The student teachers who have been assigned to our school are competent, and confident in their inherent and acquired skills. They are anxious to teach and handle children with understanding and perception.

It has been a pleasure to work with you in this important work and to work with the excellent student teachers sent to our school.

Sincerely,

J. Murray Rigby

J. Murray Rigby, Principal
SUMMIT SCHOOL

JMR:td

November 17, 1975

To Whom It May Concern:

For the past several years North Park Elementary School, Cache County School District, has cooperated with Utah State University in its elementary teacher training program. During that time we have seen the quality of the prospective teachers involved constantly and consistently improve.

By placing the prospective teacher directly in the classroom for much of her educational development, a means has been provided for her to determine early if she desires to continue in education. The weak either cull themselves from the program or are counseled out by supervising personnel. By providing direct classroom experiences, it is also easier to identify weaknesses in those who continue and to provide needed experiences to overcome the weaknesses.

The program places heavy responsibility upon the prospective teacher for her own evaluation. She is given an instrument listing the experience and skills possessed by competent teachers. Thus, she can check her progress as she acquires these skills.

It is now possible--although this has not been as fully developed as may be desired--for the school or school district, in order to fill anticipated needs, to request a certain type of training be provided and have an interested teacher receive such training. In this way the needs of the "Consumer" are met more fully than before.

We feel good about U.S.U.'s present teacher training program. It is effective in producing a much stronger, higher quality prospective teacher than the campus oriented program did. The program is staffed by critical and competent people who continually assess its strenghts and weaknesses and initiate changes necessary for improvement.

Sincerely

Ned J. Bodily

Ned J. Bodily
Principal
North Park School

CACHE COUNTY SCHOOL DISTRICT
WELLSVILLE ELEMENTARY SCHOOL
Wellsville, UTAH
Guy Ray Pulsipher, *Principal*

November 17, 1975

Dr. Arthur D. Jackson, Head
Department of Elementary Education
Utah State University
Logan, Utah

Dear Dr. Jackson:

We at the Wellsville Elementary School would like to take this opportunity to express our appreciation to the Teacher Training Department at the Utah State University. The effectiveness of the trainees' preparation for teaching is excellent. The trainees are ready to display their talents of teaching in a very mature way.

May we just say thank you for a very coordinated system of training our future teachers. Our sincere endorsement of the teachers training program is given.

Sincerely,

Guy Ray Pulsipher, Principal
Wellsville Elementary

WILSON SCHOOL
89 South 5th East
Logan, Utah
752-5368
~~MAZEL ADAMS~~, Principal

James C. Blair, Superintendent

Nov. 18, 1975

Dear Sir:

We have been working closely with the Department of Elementary Education at Utah State University with their Teacher Education Program.

They had a strong program last year, but have made a number of changes in their program this year, which has made the program even stronger.

We at the Wilson and Riverside Schools highly recommend the the Department of Elementary Education at Utah State University be considered for the Distinguished Achievement Award.

Sincerely,

Wendell H. Shepherd

Wendell H. Shepherd
Principal

CACHE COUNTY SCHOOL DISTRICT
LINCOLN SCHOOL
HYRUM, UTAH

Nov. 18, 1975

Dr. Arthur D. Jackson, Head
Department of Elementary Education
Utah State University
Logan, Utah 84322

Dear Dr. Jackson:

We at Lincoln School are very pleased to be a part of the Teacher Education program of U. S. U.

The quality of students coming to us from the University is outstanding. Their preparation to work in the school, as well as their effectiveness and growth while here, is commendable.

Since September 1975, we have had 15 of the Level II students in Early Childhood Education and would highly recommend this program.

Sincerely,

Lincoln School

Reed J. Jensen, Principal

RJJ:ve

ADAMS SCHOOL

James C. Blair, Superintendent

Nov. 17, 1975
Adams School

Dept. of Elementary Education
Utah State University
Logan, Utah

TO WHOM IT MAY CONCERN:

Subject: Distinguished Achievement Award Recognition

The Adams Elementary School has been a Portal School for the past four years and during that time have helped train over 3C0 students. The Elementary Education program, under the fine leadership of Dr. Arthur D. Jackson, has made this possible.

The big contribution has been in adding a new dimension to our school - that of personalizing and humanizing the educational climate for boys and girls. The University Staff assigned to work with these students in our building are superior educators. They have been most cooperative with our staff and other school personnel. Another strength of this program are the changes that are being made from time to time.

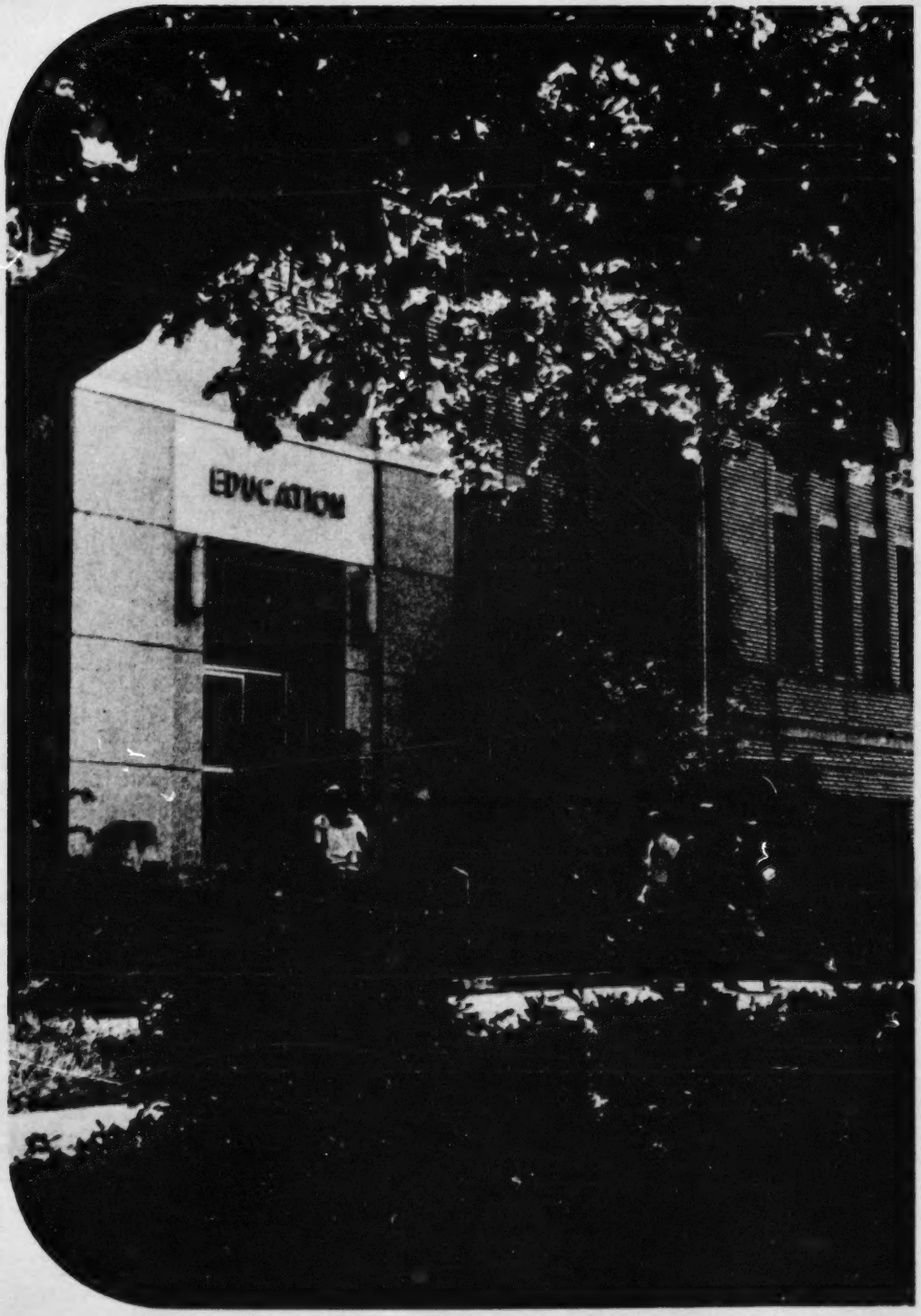
As Principal of this school, I am most appreciative of Utah State University's Elementary Education program. I sincerely trust that such a program will continue in our school.

Very sincerely,

Alma E. Watterson

Alma E. Watterson
Principal

AEW/pts



Student Program Planning Guidebook

Department of Elementary Education

UTAH STATE UNIVERSITY

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An Introduction to the Elementary Education SODIA Teacher Training Program

The Department of Elementary Education at Utah State University offers two programs leading to certification as a teacher. (1) Elementary Education: This program offers certification to teach in grades one through six in the elementary school. (2) Early Childhood Education: This program offers certification to teach in pre-kindergarten, kindergarten, and grades one through three of the elementary school. These programs are outlined later in this guidebook.

The acronym SODIA represents the Elementary Teacher Education Program. This name is derived from the initial letter of descriptive words (self, others, disciplines, implementation, and associate teaching), which represent the emphasis that is placed at each level of the program.

The Elementary Education SODIA program is performance-based, field-centered, and utilizes "portal schools" as partners in the teacher education program. Portal schools are public schools that work cooperatively with the Department of Elementary Education. SODIA is an interdisciplinary and interdepartmental program utilizing staff from the Departments of Psychology, Special Education, and Family and Child Development, who work in conjunction with the Department of Elementary Education. These University faculty members work with teachers and principals of the portal schools and the Edith Bowen Laboratory School on the USU campus in an integrated program. Students progress through five different levels in the four-year program.

Level I (Self)

Level I, **Self**, is represented by the "S" in the acronym SODIA. This is normally a freshman level course which emphasizes the student's understanding of himself or herself in relation to ability and desire to teach. Level I students have a minimum of 10 hours of observation in elementary schools at various grade levels. In addition, through classwork and counseling they have a variety of other experiences to help them decide whether teaching is really the profession they are interested in pursuing. This is an exploratory course and is open to all interested students.

Level II (Others)

Level II, **Others**, is represented by the "O" in the acronym SODIA. In this bloc students receive 15 to 16 credits and are assigned to one of the portal schools. Approximately one-half of each day is spent in classrooms working with teachers and children as a tutor and aide. The remainder of the time is spent in seminars and classwork which is offered at the portal school and on the USU campus. The classwork is interdisciplinary and interrelated in nature. Students receive credit for Educational Psychology, Education of the Exceptional Child, Foundation Studies in Teaching, and Practicum in Elementary Education. (Students in Early Childhood Education also take the Seminar in Early Childhood Education and a Practicum in Early Childhood Education.)

Level III (Disciplines)

Level III is **Disciplines**, represented by the "D" in the acronym SODIA. Students in this bloc receive 18 credits and are assigned to classroom and seminar experiences at the Edith Bowen Laboratory School on the USU campus. The "methods" courses in reading, social studies, language arts, science, and mathematics are included in this bloc. Students diagnose, prescribe, teach, evaluate, and reteach in all of the five subject matter areas. They also develop a wide variety of methods and approaches using diagnostic and prescriptive techniques. A major objective of this level is to help students individualize instruction in the basic subject matter areas.

Level IV (Implementation)

Level IV, **Implementation**, is represented by the "I" in SODIA. This is the student teaching phase of the program. Student teaching constitutes a full day of actual teaching experience for the full quarter. Student teachers will be assigned to classrooms in public schools.

To better qualify and prepare the student teacher to teach grades one through six and provide in-depth understanding of the total elementary program, the student teaching quarter is divided into two time blocs. For one bloc the student teacher may be placed in either a primary or intermediate grade, and in the next bloc in a different class on a different grade level. Such assignments may vary and will be based on interest and individual needs of student teachers. For more information concerning student teaching, see Section 4 of the *Elementary Education SODIA Handbook of Competencies.*

Level V (Associate Teaching)

Level V, **Associate Teaching**, is represented by the "A" in the acronym SODIA. Associate teaching is optional and is an individualized program for senior students who have successfully completed their student teaching and who wish additional experience in the schools. The associate level of the program permits students to make special arrangements to earn from 3 to 12 credits for additional work in an elementary school classroom. At their option, students may:

1. Work in special school situations;
2. Pursue special interests, such as reading or math;
3. Strengthen areas of weakness;
4. Perform almost any desired function in a regular school situation.

Associate teachers function as full-fledged members of the teaching team under the direct supervision of the cooperating teacher.

Program Planning Guidebook

To the Student:

This is your **Guidebook**. You will be expected to keep it and use it as long as you are enrolled in Elementary Education or Early Childhood Education.

The **Guidebook** was designed for your personal use. The information in it will help to answer many of the questions most often asked by students enrolled in the Elementary Education program. It is further intended to help you understand and work with registration and advisement procedures. Adequate provision is made in the **Guidebook** for maintaining cumulative records of your academic progress through your four years of college. Please bring your **Guidebook** to conferences with your adviser.

Adviser-Advisee Relationship

The relationship between you and your adviser can and should be the backbone of your academic program. Your adviser can assist you in choosing the proper courses to prepare you for your future profession; he or she can help you determine the best sequence for the courses you should take and can, by discussing special questions with you, provide you with the best program possible. To perform these services for you, he or she must know you well and be given the opportunity to know your plans for becoming a teacher.

Make an appointment to see your adviser during the quarter. He or she may not be able to spend much time with you during the busy registration periods. Take the initiative to arrange for counseling when your adviser has adequate time to meet with you. Also, please remember that your adviser is there to provide information and help, but **you**, not your adviser, are responsible for seeing that all certification and graduation requirements are completed.

Requirements in the Elementary and Early Childhood Education Programs

Briefly, these are the requirements for your degree and teaching certificate:

1. You must complete a Bachelor of Science degree (186 credits). Refer to the Utah State University Catalog for specific University graduation requirements.

2. You must complete the General Education requirements (an up-to-date list of the approved courses is available from the General Education Office or from your adviser).

3. You must satisfactorily complete Levels I, II, III, and IV of the Elementary Education SODIA program.

4. You must complete the minor(s) appropriate to your major (Elementary or Early Childhood Education–refer to pp. 6-7 and 9).

Admission to the Foundations Phase of Teacher Education (Level II)

You should apply for admission to the Foundations Phase (Level II) at the end of your freshman year or the beginning of your sophomore year. There are two application forms that must be submitted. One is obtained in Education 202 and the second in the Elementary Education Office, Ed 206.

The requirements for admission to Level II are:

1. Minimum overall grade point average of 2.35.
2. Speech and hearing tests administered by

the Communicative Disorders Department.

3. Recommendation from your Level I instructor or your adviser.

Admission to the Performance Phase of Teacher Education (Level III)

You should apply for admission to the Performance Phase (Level III) two quarters in advance. The application form can be obtained from your adviser or the Elementary Education Office.

The requirements for admission to Level III are:

1. Satisfactory completion of Level II.
2. Minimum overall grade point average of 2.35.
3. Approval by the Elementary Education Admissions Committee upon the recommendation of your Level II coordinator.

Admission to the Student Teaching Phase of Teacher Education (Level IV)

One of the most significant single quarters in the teacher preparation program is the quarter of student teaching. You should apply for admission to student teaching two quarters in advance. The application forms may be obtained in the Elementary Education Office and should be submitted by the following dates:

	Deadline
Fall Quarter	May 1
Winter Quarter	October 15
Spring Quarter	December 15

The requirements for admission to Level IV are:

1. Satisfactory completion of Levels I, II, and III.
2. Completion of a major portion of the minor(s).
3. Minimum overall grade point average of 2.35.
4. Completion of 135 credits (senior status).

In making arrangements for student teaching, you will need to:

1. Attend a student teaching orientation meeting where the school assignments will be made. This meeting is usually held toward the end of the quarter **prior** to the student teaching quarter. Students are notified by letter of the date and time of the meeting.
2. Arrange all financial and personal obligations to clear your program for the quarter of student teaching.
3. Be prepared to pay a special "student teaching fee" at the time of registration.
4. Make an effort to provide for your own transportation to the assigned school and seminar (El Ed 450).
5. Register for the Elementary Curriculum Seminar (El Ed 450) which is required during the quarter of student teaching.
6. Complete the necessary forms to be registered at the Teacher Placement Center (UC 311). This is not mandatory but is encouraged to assist you in finding a teaching position upon graduation.

Admission to the Associate Teaching Phase of Teacher Education (Level V–Optional)

You should apply for associate teaching at least one quarter in advance. The application may be obtained in the Elementary Education Office. If you wish, you may informally contact a particular cooperating teacher or elementary school where you would like to do your associate teaching. This information, along with proper signatures, should be included on the application. If your application is approved, you will be notified of your placement by the Elementary Education Student Teaching Office.

The requirements for admission to Level V are:

1. Satisfactory completion of student teaching.
2. Minimum overall grade point average of 2.35.

ELEMENTARY EDUCATION PROGRAM

PERSONAL COURSE RECORD

Each quarter when you get your grades fill in this record sheet. It will give you a current picture of where you stand in relation to requirements still to be completed. It will also stand as a permanent record of all courses completed and will assist you in completing the applications for Levels II and III, student teaching, and registration in the Teacher Placement Office.

Grade	Credits	Course
General Education Requirements (48 credits)		
		Communication Skills (Engl 100)
		Americanization (Hist 170, PS 110, Eco 200)
		Psy 101
		Physical Science
		Natural Science
		Humanities
		Social Science
		Demonstrated proficiency in modern mathematics (Math 201 and 202 or waiver test)
Elementary Education Major (57 credits)		
		El Ed 100 — Level I
		*Psy 110 or FCD 150
		El Ed 301 — Level II
		El Ed 286 — Level II
		Psy 366 — Level II
		Sp Ed 301 — Level II
		**El Ed 415
		El Ed 410 — Level III
		El Ed 416 — Level III
		El Ed 420 — Level III
		El Ed 425 — Level III
		El Ed 430 — Level III
		El Ed 386 — Level III
		El Ed 450 — Level IV
		El Ed 460 — Level IV
Teaching Support Minor (18 credits)		
		Music 350
		Art 310
		PE 301
		IM 441

(6 credits from the following: Pub H 454, ThArt 518 or 522, Engl 416, FR 410)

Grade	Credits	Course
Subject Matter Minor (24 credits)		
Electives (39 credits)		

Recommended Electives:

El Ed 468 (Level V)	PE 310
Pub H 454	PE 400
Com D 100	Psy 351
Engl 416	ThArt 518
FR 410	ThArt 522
ITE 503	El Ed 435
ITE 507	El Ed 436
PE 302	El Ed 437

* Prerequisite to Level II

**Prerequisite to Level III

Minors for Elementary Education

Students majoring in Elementary Education are required to complete two minors: (1) a teaching support minor consisting of 18 credits and (2) a subject matter minor of 24 credits. The subject matter minor must be chosen from the following fields: Language Arts, Science-Mathematics, or Social Studies.

Requirements for the minors are listed below.

*TEACHING SUPPORT MINOR

18 credits

Required of all students in the Elementary Education Program

Required	**Credits**
Music 350	3
Art 310	3
PE 301	3
IM 441	3
	12

Electives – Choose 6 credits from the following:

Pub H 454	3
ThArt 518	5
ThArt 522	3
Engl 416	3
FR 410	3

*Students are encouraged to complete the teaching support minor before enrolling in Level III.

SUBJECT MATTER MINOR
(Elect one)

24 credits

Language Arts Minor

A minor in Language Arts is to include a minimum of one course from the following areas: listening, speaking, reading, and writing. Additional electives are to be selected from the courses listed. (Students in Early Childhood Education must select **two** courses from the writing area–either Engl 409 or 412 **and** either Engl 301, 401, or 501.)

Listening

ThArt 518	5
ThArt 522	3
ThArt 530	3

Speaking

Comm 101	5
Comm 109	3
Comm 105	3

Reading

Engl 416	3
Engl 126	3
Engl 124	3

Writing

Engl 409	3
Engl 412	3
Engl 301	3
Engl 401	3
Engl 501	3

Electives

Engl 119	3
Engl 118	3
Engl 356	3
Engl 587	5
Engl 588	3
ThArt 103	3
ThArt 458	3
Com D 100	5
Com D 170	3
Com D 175	3

Science-Mathematics Minor

A Science-Mathematics minor consists of 24 credits in science and/or mathematics courses. With approval of the adviser, a student may select all mathematics or all science courses or a combination of courses in mathematics and science. (Students in Early Childhood Education **must** select one math course and two courses in physical science and biological science.)

Mathematics

Math 101	3
Math 105	5
Math 303	3
Math 271	3
Math 305, 306, 307	9
Math 311, 312	6

Physical Sciences
Chem 101, 105, 111, 141, 144
Phyx 100, 101, 108, 120, 318, 380
Bimet 117, 517
SS 358
Geol 101

Biological Sciences
Biol 101, 105, 106, 120, 121, 122, 308, 384
Bact 111, 112, 301
Bot 110, 205
Zool 160, 251, 361, 365
FR 410
Ent 129
Physl 103, 130
Pub H 115, 410, 430, 452, 454

Social Studies Minor

The purpose of this minor is to offer students the opportunity to broaden their understanding of social studies by selecting courses from the following areas. Students should select courses from three or more areas. (Other courses not identified below may be taken with adviser's approval.)

Anthropology
Anthr 101, 105, 352, 404, 430, 431, 440, 450, 451, 501, 502, 503, 550, 560

Economics
Econ 100, 130, 200, 201, 302, 500, 501, 511, 512, 515

Political Science
PS 105, 110, 111, 210, 220, 260, 310, 441

Sociology
Soc 101, 102, 160, 200, 240, 330, 340, 341, 342, 350, 360, 420, 433, 434, 452, 461

(Soc 341, 342, 350, and 434 may not be counted toward the Early Childhood Social Studies minor.)

Geography
Geog 101, 103, 113, 123, 307, 308, 314, 325, 328, 330, 340, 343, 351, 357, 361, 371, 381, 580

History
Hist 103, 105, 170, 327, 352, 362, 432, 434, 436, 438, 442, 444, 446, 449, 450, 451, 455, 457, 473, 474, 481

NR 101
FR 410
Phil 101
Psy 351

Individualized Minor

The student may elect to propose a 24 credit minor subject to approval of his or her adviser and the department head.

EARLY CHILDHOOD EDUCATION PROGRAM
PERSONAL COURSE RECORD

Students who wish to receive the Early Childhood Certification (pre-kindergarten, kindergarten, and grades one through three) will follow the program below.

Grade	Credits	Course

General Education Requirements (48 credits)

_____	_____	Communication Skills (Engl 100)
_____	_____	Americanization (Hist 170, PS 110, Econ 200)
_____	_____	Psy 101
_____	_____	Physical Science
_____	_____	Natural Science
_____	_____	Humanities
_____	_____	Social Science
_____	_____	Demonstrated proficiency in modern mathematics (Math 201 and 202 or waiver test)

Early Childhood Major (55 credits)

_____	_____	El Ed 100	Level I
_____	_____	El Ed 301	Level II
_____	_____	El Ed 286	
_____	_____	FCD 250	
_____	_____	FCD 252	
_____	_____	Psy 366	
_____	_____	*El Ed 415	Level III
_____	_____	El Ed 410	
_____	_____	El Ed 416	
_____	_____	El Ed 420	
_____	_____	El Ed 425	
_____	_____	El Ed 430	
_____	_____	El Ed 386	

Emphasis in Early Childhood Education (25 credits)

_____	_____	El Ed 435
_____	_____	El Ed 436 or 437 (select one)
_____	_____	FCD 308 or 470 (select one)
_____	_____	FCD 455
_____	_____	Psy 110 or FCD 150 (select one)

*Prerequisite to Level III

Grade	Credits	Course

Select three of the following:

_____	_____	Music 350
_____	_____	Art 110 or 310
_____	_____	PE 301, 302, or 310
_____	_____	Geog 580
_____	_____	IM 441
_____	_____	FR 410
_____	_____	ThArt 518 or 522
_____	_____	Engl 416
_____	_____	Pub H 454

Select one of the three options below for Level IV – Student Teaching:

Option 1:

_____	_____	El Ed 450	Level IV
_____	_____	El Ed 465	
_____	_____	El Ed 466	

Option 2:

_____	_____	El Ed 450	Level IV
_____	_____	FCD 475	
_____	_____	El Ed 466	

Option 3:

_____	_____	El Ed 450	Level IV
_____	_____	El Ed 460	

In addition to the option chosen above, select one of the following:

_____	_____	FCD 475
_____	_____	El Ed 460
_____	_____	El Ed 465
_____	_____	El Ed 466
_____	_____	El Ed 468
_____	_____	FCD 486

Minors for Early Childhood Education

Students majoring in Early Childhood Education are required to complete one subject matter minor consisting of 18 credits in one of the following five fields: social studies, science-mathematics, language arts, fine arts, and health-physical education-recreation. A student may select courses from the Social Studies, Science-Mathematics, or Language Arts minors listed on pp. 6-7. The Fine Arts and Health-Physical Education-Recreation minors are listed below.

Fine Arts Minor — 18 credits

A minor in Fine Arts is to include a minimum of two courses from the following areas: art, theatre arts, speech, and music. Additional electives are to be selected from any of the courses listed.

Art

Art 101 3
Art 102 3
Art 115 3
Art 120 3
Art 125 3
Art 110 or 310 3

Communication (Speech)

Comm 101 5
Comm 105 3
Comm 160 3
Comm 530 3
Comm 532 2

Theatre Arts

ThArt 101 4
ThArt 102 4
ThArt 103 3
ThArt 140 3
ThArt 154 3
ThArt 458 2
ThArt 518 5
ThArt 519 3
ThArt 522 3

Music

Music 101 3
Music 102 3
Music 104, 105, 106 5
Music 167 or 367 1
Music 180 1
Music 181 1
Music 340 3
Music 350 3
Music 360 1
Music 364 1

Health-Physical Education-Recreation Minor — 18 credits

Select at least one course from each area and additional courses from any of those listed below.

Health Education

HE P 190 2
HE P 300 3
HE P 429 2
HE P 456 3
HE P 458 3
HE P 459 3
HE P 441 3

Recreation Education

RE P 100 2
RE P 400 3
RE P 406 3
RE P 409 3
RE P 551 3
RE P 552 3
RE P 404 3
RE P 405 3

Physical Education

PE P 202 2
PE P 224 1
PE P 227 1
PE P 233 1
PE P 240 1
PE P 320 3
PE P 461 2
PE P 462 2
PE P 463 2
PE P 481 3
PE P 482 3
PE P 483 3

Activity Courses: (A maximum of 5 credits from these)

PE W 114, 160, 161, 173, 174, 176. 1
PE M 114, 146, 160, 173, 176, 461. 1

Dual Certification Requirements

Elementary Education Majors adding Early Childhood Education

In **addition** to meeting all requirements for the Elementary Education Basic Professional Certificate, students seeking dual certification in Early Childhood Education must complete the following requirements (16 credits):

1. Select 3 credits from the following two courses:
   FCD 308, Guidance of Young Children (3)
   FCD 470, Methods and Curriculum (3)
2. FCD 455, Concept and Precept Development (3)
3. El Ed 435, Kindergarten Education (4)
4. Select **either** 4a or 4b for a minimum of 6 credits:
   a. FCD 475, Practice Teaching in the Child Development Lab (6)
   b. El Ed 465, Student Teaching in the Kindergarten (3-6) and select 3 credits from the following:
      El Ed 436, Current Kindergarten Practices (3)
      El Ed 437, Kindergarten Materials (3)

Early Childhood Education Majors adding Elementary Education

In **addition** to meeting all requirements for the Early Childhood Education Basic Professional Certificate, students seeking dual certification in Elementary Education must complete the following requirements (24 credits):

1. Sp Ed 301, Education of Exceptional Children (3)
2. El Ed 460, Student Teaching in the Intermediate Grades (6)
3. A minor of 24 credits rather than 18 credits from the Early Childhood Education list of minors in one of the following three areas:
   a. Social Studies
   b. Science-Math
   c. Language Arts
4. Math 201 and 202 (or satisfactory score on the waiver test)
5. Students **must** have Music 350, Art 310, PE 301, and IM 441 for dual certification. These courses are listed under "Emphasis in Early Childhood Education" on page 8 and should be taken as part of that requirement. This means that students wanting dual certification will have four courses (12 credits) instead of three as listed.

If a student has selected a minor in either Fine Arts or Health-Physical Education-Recreation, he or she must select a second minor in Social Studies, Science-Math, or Language Arts to meet the minor requirements for Elementary Education certification.

A student in any other major wanting certification in Elementary Education or Early Childhood Education must complete all requirements as outlined.

Other Dual Certification Areas

It is possible also to obtain dual certification in Special Education, Instructional Media-Library Science, or Secondary Education. Interested students should check with these departments for a list of their requirements.

Check List for Students in Elementary and Early Childhood Education

Date Completed

1. Initial consultation with adviser
   When: Early in program
   Where: Elementary Education Department, Ed 206 _____

2. Apply for admission to Teacher Education (Foundations Phase)
   When: End of freshman year or beginning of sophomore year
   Where: Ed 202 _____

3. Apply for Level II (Sophomore Bloc)
   When: One quarter in advance
   Where: Elementary Education Office, Ed 206 _____

4. Apply for Level III (Junior Bloc)
   When: One quarter in advance
   Where: Elementary Education Office, Ed 206 _____

5. Apply for admission to Student Teaching (special fee required)
   When: Deadline is –
   May 1 for Fall Quarter
   October 15 for Winter Quarter
   December 15 for Spring Quarter
   Where: Elementary Education Office, Ed 206 _____

6. Register at Teacher Placement Center
   When: At time of application for student teaching
   Where: University Center 311 _____

7. Apply for graduation
   When: Fall Quarter of senior year (should be in by November 15)
   Where: Graduation Office, Main 3 _____

8. Pay graduation (diploma) fee
   When: By January 15 (there is a late fee after this date)
   Where: Cashier's Office, Main 14 _____

9. Apply for teaching certificate
   When: During last quarter of senior year
   Where: Ed 202 _____

PROGRAM PLAN

You may make your tentative program plan below prior to enrollment on a quarter-to-quarter basis. This page will also serve as a permanent record of all courses completed.

Quarter	Quarter	Quarter	Quarter

Quarter	Quarter	Quarter	Quarter

Quarter	Quarter	Quarter	Quarter

Quarter	Quarter	Quarter	Quarter

Name of adviser_____

Office location_____

Office hours_____